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This publication is one of a continuing series entitled Home Economics Research Abstracts, which annually compiles abstracts of masters theses and doctoral dissertations completed in graduate schools of home economics. These 115 abstracts of Family Relations and Child Development research, completed in 1967, were submitted by 34 graduate schools. Editing and preparation of abstracts for reproduction has been done by representatives of subject-matter sections of the American Home Economics Association. Child development abstracts have been classified under the topics (1) Infant and Young Child, (2) Elementary School Age Child, (3) Adolescents, and (4) Miscellaneous. Family relations abstracts are categorized under the topics: (1) Adolescents, (2) Adults, (3) Family and Parent-Child Interaction, and (4) Program Development. An index of authors is also included in the document. (FP)

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HOME ECONOMICS RESEARCH ABSTRACTS
1967

Family Relations and Child Development

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HOME ECONOMICS RESEARCH ABSTRACTS — 1967

Family Relations and Child Development

Edited by

Mary Lou Purcell, Ed.

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This publication is one of a continuing series, HOME ECONOMICS RESEARCH ABSTRACTS, which annually compiles abstracts of masters' theses and doctoral dissertations completed in graduate schools of home economics. Seven areas of home economics are represented in the compilations scheduled for publication in 1968:

Art
Family Economics--Home Management
Family Relations and Child Development
Home Economics Education
Housing, Furnishings, and Equipment
Institution Administration
Textiles and Clothing

Because of the number of publishing outlets for food and nutrition research, abstracts for that area are not included.

For this second series, 50 home economics graduate shcools submitted nearly 500 abstracts of research completed in calendar year 1967. The abstracts have been edited and prepared for publication by representatives of the subject-matter sections of the American Home Economics Association. The entire publication project has been sponsored by the AHEA Research Section and coordinated by the Research Section Chairman, Mary Lee Hurt.

As this project continues and is evaluated, consideration will be given to including abstracts of research other than that completed to meet academic requirements. It is hoped that HOME ECONOMICS RESEARCH ABSTRACTS will widen the view of trends and progress in current home economics research and add substantially to research data now available.

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FAMILY RELATIONS AND CHILD DEVELOPMENT ABSTRACTS

Page

Child Development

Infant and Young Child.................................... 5
Elementary School Age Child............................... 25
Adolescents... 35
Miscellaneous... 43

Family Relations

Adolescents... 48
Adults.. 55
Family and Parent-Child Interaction....................... 58
Program Development....................................... 60

Index of Authors.. 62

Abstracts contained here are of masters' theses and doctoral dissertations in the field of Family Relations and Child Development completed during 1967. Investigations are categorized under the same headings as the 1966 abstracts with the exception of The Aged which is currently subsumed under The Adult.

The Family Relations & C.D. were submitted by

In this publication 115 abstracts have been included from 34 graduate schools. Editing and preparation of abstracts for reproduction has been done by representatives of subject-matter sections of the American Home Economics Association.

For the membership and other interested readers, this collection of abstracts provides a valuable communication link between individuals and groups drawn together by related professional interests. Moreover it gives national exposure to current research and serves to introduce a wide range of emerging professional talent.

Proliferation of areas of investigation in family relations and child development may be indicated in one society, which is becoming more complex. For additional information about any investigation abstracted here, contact the researcher or the institution where the research took place.

MARY LOU PURCELL
Stephens College

CHILD DEVELOPMENT

Infant and Young Child

A Study of Concept Discrimination in Young Children. Judith R. Ramsey Adams. Master's. University of Tennessee, 1967.

The purpose of the present study was threefold: a) to determine the preference of preschool children for color or form cues as the discriminative stimulus in classification tasks; b) to examine such preferences as a function of age and sex of the child; and c) to evaluate the strengths of such preferences beyond the limits provided by the methodology of contemporary studies. In phase one, stimulus preferences were determined by use of flash cards requiring an either-or (color or form) classification. In phase two, subjects were presented with a series of form-board matching tasks in which performance times were compared under three conditions: no color cues, correct color cues, and conflicting color cues. The results indicate a tendency for children of both sexes, but particularly males, to classify on the basis of form as a function of chronological age; however, a number of interesting and often conflicting comparisons were noted between the present study and related literature. The form matching tasks of phase two, as modified by alterations in the presence of color cues, provided a relatively sensitive measure of the effects of preference strengths for both color and form. As anticipated, performance on the matching tasks of phase two was significantly related to chronological age and to form preference. Definite trends were noted for sex differences.

The Effects of Project Headstart Attendance on School Readiness. Helen M. Beard. Doctoral. Florida State University, 1966. Interlibrary loan, microfilm.

The purpose was to determine whether culturally disadvantaged preschool children improved significantly during a Project Headstart program with regard to social age, articulation, language, visual-motor maturational level, passive vocabulary, and intellectual maturity. Subjects were 97 Negro children between four years seven months and five years seven months who lived in a poverty area. Experimental group was 68 subjects who attended six weeks of Project Headstart. The control group consisted of 29 children who had no formal preschool training. Subjects were matched on a group basis with respect to age, sex, and social class. The Peabody Picture Vocabulary Test, Goodenough-Harris Drawing Test, Articulation and Language Screening Test, Vineland Social Maturity Scale and Gesell Developmental Designs were employed. No significant differences existed in the initial test scores of experimental and control groups; significant differences were present between final test scores of experimental and control groups on all instruments. All experimental group scores changed significantly on each instrument during the six week interval. Only significant change in control group was reflected on Vineland Social Maturity Scale.

Effects of Socio-Economic Background and Stimulus Novelty on the Measurement of Number Concept Attainment in Preschool Children. Rebecca Tate Blauser. Master's. University of Tennessee, 1967.

The purpose of this study was to assess the effects of socio-economic class and stimulus novelty upon the measurement of number concept in preschool children. Subjects for the study were forty preschool children ranging in age from five years six months to six years six months. Middle class subjects were drawn from two Knoxville day care centers, and lower-class subjects were drawn from the Knoxville Head Start Center. A series of seven tests were administered individually to each child. In phase one, each child received four tests. Phase two occurred approximately 24 hours later and retested the children on three of the original four tests. Tests in the second phase utilized novel stimuli and for this reason appeared to be an entirely different test. It was hypothesized that lower-class subjects would evidence significantly lower number concept scores than middle-class subjects, and that higher number concept scores would be recorded for subjects under the conditions of novel stimuli than when rather standard stimuli were employed. While definite trends were noted in the anticipated direction for both social-class and stimulus novelty variables, only two significant (.05) differences were noted. In the first and fourth number concept tests of phase one, lower socio-economic class children did record significantly lower number concept scores than middle class subjects.

Color and Form Perception of Four-Year-Old Children. Susan H. Block. Master's. University of Nebraska, 1967. Interlibrary or departmental loan.

Purpose was to gain information concerning color and form perception in preschool children and to test the relationship between perceptual choice and certain factors: specifically--(1) to determine whether form or color is dominant in the perception of four-year-old children; (2) to determine whether or not the preference for form or color by four-year-old children is related to sex, intelligence, or the familiarity of the stimulus object. The sample consisted of 50 4-year-old children: 34 enrolled in the Child Development Laboratory at the University of Nebraska ('66-'67) and 16 enrolled in the Child Development Laboratory at Kansas State University ('66-'67). Two instruments were used in the study: Peabody Picture Vocabulary Test (PPVT), Form B to obtain an estimate of verbal intelligence; the Geometric Shape Set and Familiar Object Set to test color-form preference. Findings are in agreement with previous studies in that four-year-old children exhibit a preference for color. No significant relationship was evident between perceptual choice and sex, intelligence, or the familiarity of the stimulus object.

A Study of Rigidity and Flexibility in Preschool Children. Janice Oehrlein Bowling. Master's. Oklahoma State University, 1967. Interlibrary loan.

The purpose of this research was to develop a measure of rigidity-flexibility in preschool children. The ability to adapt to a new situation when a new form of behavior is more appropriate was accepted as behavioral evidence of flexibility; and in line with this definition, a research instrument consisting of three training tasks and two reversal shifts, was designed to measure the degree of a child's flexibility. The subjects were 54 children ranging in age from 3 years 3 months to 5 years 11 months. An understanding of the concept's shape, size, and brightness was necessary for a child to participate in the research. The Peabody Picture Vocabulary Test (PPVT) was administered to each child, and from this, a measure of his mental maturity was obtained. A comparison of PPVT scores and training task scores indicated that these two instruments were measuring different aspects of mental maturity. A comparison of the two sets of training scores suggested a relationship between flexibility and mental maturity. This relationship was also supported by a comparison of the second training scores and the reversal shift scores. Children who had difficulty learning the concepts, as indicated by low training scores, also had difficulty with the reversal shift. Children who did well on the training tasks were not necessarily able to do well on the reversal shift.

Some Aspects of Ascendant Behavior of Five Year Old Children. Eugenia Price Branscomb. Master's. University of Alabama, 1967. Interlibrary loan.

Purpose was to explore certain aspects of ascendant behavior and sociometric status of a group of five year old children. Subjects were 9 boys and 10 girls enrolled in the Child Development Center at the University of Alabama during the spring of 1966. Ratings of the ascendant behavior of each child by his mother and father and the preschool teacher were obtained from the Merrill-Palmer Ascendance-Submission Rating Scale. Individual sociometric interviews were held between each subject and the investigator to determine sociometric status. Findings: Two-thirds of the subjects received positive sociometric scores which were average or above average. The girls were chosen more often as playmates. The fathers and teacher tended to rate the children higher in ascendant behavior than the mothers did. There was much similarity between the ratings given by the mothers and the fathers. Boys were rated higher than girlsiin ascendant behavior by all three raters. The ratings and scores of all the children revealed that a high ascendant behavior rating did not necessarily insure, nor correspond with, a high sociometric score, or vice versa.

An Experimental Analysis of Verbal Imitation in Preschool Children

Thomas A. Brigham. Master's. University of Kansas, 1967. Interlibrary loan.

Running Head: Verbal imitation in preschool children
Three preschool children were reinforced for imitating English words presented by a model. The model also presented novel Russian words to the subjects but never reinforced the subjects' imitation of these words. When subjects were reinforced for imitating the English words, their accuracy of imitating non-reinforced Russian words increased. When reinforcement was not contingent upon subjects' imitation of English words, accuracy of imitating both the English and the Russian words decreased. These results support and extend previous work on imitative responses.

The Development of Value in the Money Concepts of Young Children.

Phyllis O. Brooks Miles. Master's. University of Tennessee, 1967.
The purpose of the study was to investigate the relative developmental level of money concept in a sample of preschool children selected as to age, sex, and socio-economic level. Twenty-four Caucasian children from two Knoxville preschool training programs were selected in accordance with the sampling distribution described. Data for the study was collected in four phases. In phase one the children rank ordered toys in order of personal preference, then were given simple tasks after each of which they were allowed to select a reward from a box containing U.S. coins and a washer. When the coin-washer hierarchy had been established, the study proceeded to its second phase. Phase two provided tasks with coin rewards, and included an opportunity for such rewards to be utilized in the purchase of the hierarchy of preferred toys. Each child was free to attempt to purchase any toy he chose; however, he was unable to purchase a toy with a rank order in his individually determined hierarchy greater than the rank order of the coin used in the experiment. It was assumed that the opportunity to draw associations between desirability of toy and the relative position of the coin in the U.S. monetary system would provide a learning experience. Phase three again presented the subjects with simple tasks and allowed the children to again select their reward from among the coins and washer. All subjects showed significant (.01) shifts in the anticipated direction. The number of shifts was significantly (.05) greater among boys, and older children. Scores remained stable after a one week interval.

Color Preferences and Color Usage of Lower-Class Negro Three- and Four-Year-Old Children. Kathryn Carter Brunson. Master's. University of Arizona, 1967. Interlibrary loan.

The purpose of this investigation was to study color preferences and color usage of lower-class Negro three- and four-year-old children. The null hypotheses to be tested were: (a) three- and four-year-old children have not developed color preferences; (b) three- and four-year-old children will not be influenced in their color choice by the position of presentation of the colors; (c) three- and four-year-old children will not use the colors in order of sequence of presentation; (d) there will be no sex differences in color preferences; (e) there will be no sex differences in color usage. Each child was asked to paint a picture on the easel using four colors, red, orange, blue, and green. Each child was also asked to choose a colored name tag. Four trials of the experiment were conducted. The results of the data indicated that the subjects aged three and four, of either sex, have apparently not yet developed color preferences. The subjects, aged three and four of either sex, painted in the exact order of presentation of the colors to a statistically significant extent. The girls were more influenced by position in relation to first choice of color than were the boys.

Care Arrangements for Preschool-Age Children of Employed Mothers. Judith S. Carlson. Master's. Iowa State University, 1967. Interlibrary loan.

Interviews with 50 employed mothers of children 3-5 years of age residing in an urban community were conducted to determine the type of supplemental child care most frequently used. Mothers were divided into two groups: those using licensed day care facilities (16) and those employing private, non-group care arrangements (34). Respondents were Caucasian, married, living with husband, about 30 years of age, and from all income levels. They most often engaged in non-professional occupations although more Day Care (DC) mothers tended to be employed in professional and clerical occupations. Usually they did not have children younger than the preschool-age child, although many had older children. DC mothers had significantly fewer children than Non-Day (NDC) mothers. Approximately equal portions of the NDC arrangements took place at home and outside the home. Often caretakers were non-members of the household, hired for pay. The hiring processes and associated channels of information were informal. Inadequacies in child-care programming were identified by analyzing equipment used by preschool-age children in the care arrangement and the expectations of the mothers for child care. Indications exist that DC mothers show greater concern for child growth and development than NDC mothers. The mothers were satisfied generally with the child care arrangements employed. Approximately half of the NDC mothers would place their child in formal group day care if it were available to them and conveniently located.

Teaching the Equivalence of Corresponding Sets to Four- and Five-Year-Olds. Margaret H. Christensen. Master's. Brigham Young University, 1967.

The purpose was to measure the influence of individual training on the conservation of number in preschool children. Three groups were randomly chosen. Each child in the experimental group met with the experimenter for three ten-minute sessions where a one-to-one relationship was made with toy cars. The control group also met in three ten-minute sessions where no relationship was formed. The non-contact group did not meet with the experimenter. This was followed by three transfer situations. The results were generally as expected. The experimental group scored significantly higher on the combined scores of the final test, the transfer test using blocks, the reason dimension of the transfer to discs, but not on the choice dimension. Transfer on the basis of sex was rejected, but age was a significant variable. The use of equal versus unequal sets of stimuli, when the question always implied that the sets were unequal, seems to have been a disadvantage to those who were not trained. Limitations were noted in terms of language, operationalizing conservation, and the significant gains made by the control group.

Effect of Social Reinforcement on Low Verbal Interaction in a Nursery School Child. Betty Coats. Master's. University of Kansas, 1967. Interlibrary loan.

This study examined the following areas: the effect of adult social reinforcement on the child's verbal interaction with peers; the degree of change in facial expression exhibited by the child correlated with change in verbal interaction; and the degree of change in the child's interest and participation in non-verbal activities correlated with change in verbal interaction.

Systematic reinforcement procedures were used by teachers. A baseline of the behavior was recorded; then, during a reinforcement period, adult attention was provided contingent on the child's interaction with other children; a reversal of the reinforcement procedures then made adult attention contingent on the child's interaction with adults; finally, a second reinforcement period returned to the contingencies of the first reinforcement period.

The results indicated that: 1) adult attention was an effective reinforcer for the subject; 2) reversal of reinforcement procedures recovered the high baseline rate of interaction with adults; and 3) a return to reinforcement procedures again established a rate of child interaction by S higher than during the baseline and reversal periods.

Participation in activities involving peers increased with the S's quantity of verbal interaction with peers. Also, an increase in facial expression was shown to be correlated with an increase in the S's verbal behavior.

Traits Relevant to Creativity Present in Four-Year-Old Nursery School Children. Beverly McKnight Cooper. Master's. Oregon State University, 1967. Interlibrary loan.

Purpose was to determine if personality traits relevant to creativity in adults are measurable in four-year-old nursery school children. Instruments and scoring techniques were developed to measure the intellectual aptitude abilities of figural fluency, elaboration, originality and penetration, and the nonaptitude traits of curiosity and autonomy. Subjects were 28 children at OSU nursery schools who were 4-0 to 4-11 in age. Revisions of Minnesota Incomplete Figures Task and Lowenfeld Kaleidoblocs were developed to measure the four intellectual aptitude traits. A curiosity instrument, patterned after Starkweather, and autonomy ratings by nursery school teachers were used for nonaptitude traits. Correlation coefficients were calculated to determine interrelationships between the traits. Analysis of r's was also made in clusters of scores. Subjects were isolated as to highly creative and noncreative groups and compared. Incomplete Figures and Kaleidobloc Tasks were significantly correlated and thus are assumed to measure the same traits. These tasks had high initial appeal and maintained interest of subjects. Curiosity and autonomy were not found to be related to creativity in this study, implying either that the instruments were not reliable and/or valid, or that the traits are not relevant to creativity at this age. Conclusion is that two instruments were developed which appear useful as measures of some intellectual aptitude traits of creativity in preschool children.

Verbal Expression by Nursery School Children of Concepts Needed For Interpretation of Basal Reading Material. Jean R. Dees. Master's. University of Arizona, 1967. Interlibrary loan.

The purpose of this study was to ascertain what differences existed in concepts of Tucson preschool children--stratified into groups of age, sex, and socioeconomic status--with consequent implications for teachers. Fifty-six preschool children, from the University Preschool Laboratory, St. Mark's Nursery School and Tucson Nursery School were presented with thirty-five nouns selected at random from Marcum's list of words, the comprehension of which she concluded was necessary for interpretation of basal reading material. Subjects' responses revealed their concepts of these words. Responses were recorded; classified into categories of fluency, hierarchy and accuracy; and evaluated by means of descriptive statistics. No appreciable differences were found between boys and girls in concept-forming ability. Age groups exhibited the greatest difference in fluency and accuracy, and socioeconomic groups evidenced the largest difference in hierarchy of concepts. Conclusions were that preschool teachers should: (1) Ascertain the adequacy and extent of students' concepts; (2) Assess students' concepts for emotional attitudes that may affect learning; (3) Correlate curriculum planning with primary grade teachers so sequential concept development may be achieved; (4) Present an organized system of concept-instruction, emphasizing cause and effect, perception of relationship and categorization.

Development of a Method of Measuring the Effects of a Preschool Child on the Mother's Heart Rate. Jean Dearth Dickerscheid. Doctoral. The Ohio State University, 1967. Microfilm.

A laboratory method of investigating internal and external maternal responses to interactions with a child was designed. To test the feasibility of the method, the effects of the presence and subsequent interactions of the child with the mother on the mother's heart rate during task and non-task orientation were measured. Four women with their preschool daughters served as subjects. Each mother and daughter made two visits to the laboratory where data were recorded under identical conditions during each visit. Samples of three kinds of behavior were recorded under controlled experimental conditions. The subject's physiological response was measured by heart telemetry while physical interaction was recorded by an observer and verbal interaction was registered by a tape recorder. Analysis of variance performed on the data showed task to be the major source of variation on the mother's heart rate under the conditions of the study. After accounting for methodological variations, task (.01 level) and interaction of child and task (.05 level) were found statistically significant sources of maternal heart rate change. Highly positive interactions occurred between mother and child with most physical interaction indirect in nature and more verbal interaction direct in nature. Change was noted in behavior between the first and second laboratory visit.

A Measure of Logical Expression in the Young Child. Evelyn N. Dickerson. Master's. University of Georgia, 1967. Interlibrary loan.

A measure of logical expression in young children was developed and studied. Logical expression was defined as the act of repeating or establishing an order of events or objects. Both verbal and non-verbal tasks were utilized. The sample consisted of seventy-five S's ranging in age from forty-eight to seventy-three months. The subjects came from varied socio-economic backgrounds though all were in preschool or day care centers. Mean score obtained was 33.25 with a possible total score of 72. Standard deviation was 11.90. Kuder-Richardson reliability for the measure was .93. Age was studied as a validity criterion; the obtained r was .50. Additional information relevant to validity was obtained by utilizing selected subgroups from within the population for an analysis of variance. Significant differences between socio-economic class were found to be discriminated by the measure.

Dependency in Four-Year-Old Children. Anne Goddin. Master's. University of Delaware. 1967.

Purpose was to study dependency behaviors of 4-year-old children. Subjects were observed in indoor free play situations for a total of 14 one-minute periods per child. Of the 48 children in the study, half were from middle class homes and attended private preschool classes, half were from culturally disadvantaged homes and attended Head Start classes. Dependency behaviors were classified into one of 8 predetermined categories: positive and negative affection-seeking, and positive and negative attention-seeking behaviors directed toward either adult or peer recipients. Findings revealed the following trends. Children in both culture groups exhibited more attention-seeking behavior than affection-seeking behavior. The dominant recipient for both culture groups was peers in both affection- and attention-seeking behaviors. There was no significant difference in total behaviors between children in private preschools and children in HS classes when both sexes were considered together. Children in HS classes were more adult-oriented than the children in private preschool classes. Boys in HS classes showed more negative attention-seeking behaviors toward peers than boys in private preschool classes. When girls in the 2 culture groups were compared, the girls in private preschools exhibited more attention-seeking behaviors toward peers; but girls in HS classes showed both more positive attention-seeking and more positive affection-seeking behvaiors toward adults. Boys in HS classes exhibited the highest total number of behaviors of all four groups.

The Understanding of English Morphology By Certain Preschool Children. Roberta Ann Henry. Master's. Michigan State University, 1967. Interlibrary loan.

This study replicated aspects of Berko's study of the child's learning of English morphology. The purposes were to investigate the relationship between the understanding of morphological rules and the environment and also the relationship between the learning of morphology and intelligence. The sample consisted of 30 children from the Michigan State University schools, ranging in age from 4 years to five years, two months. Half of the children were from upper middle class families; the remainder were from lower class families. The Peabody Picture Vocabulary Test was administered to ascertain a child's I.Q. score. The child's understanding of morphological rules was measured by the Berko test. Findings indicate there is a difference in mean scores on the Berko test between the two groups of children. There was also a relationship between the acquisition of morphology and intelligence. When the effect of I.Q. was controlled, the difference in the mean scores on the Berko between groups was not significant. This may be because the acquisition of morphology is developmental and depends on the maturational level of the child. Children in this study were just beginning the developmental sequence of understanding the rules of morphology.

Preschool Children's Creative Development and Color Preferences in Easel Painting. Norma Charles Hutton. Master's. Texas Woman's University, 1967. Interlibrary loan.

Purpose was to study preferences of preschool children for color in easel painting in relation to age, sex, and level of development. Data were gathered from 24 three-and four-year old nursery school children. Each participant painted three pictures at four-week intervals. Five stages of creative development, namely; random, controlled, scribbling, preschematic, and schematic, classified pictures painted. Teachers' rating cards were used to record the data. Group I stage of development consisted of the random and controlled scribble stages, and Group II were classified in named scribble and preschematic stages. No paintings were categorized in the schematic stage. No significant differences were found between Groups I and II for 3 year old children or between age groups. Significant differences were found between Group I and II for 4 year old girls and for the comparison of boys and girls. Girls displayed more maturity than boys. Favorite colors were green, white, and black. Implications were that preschool children do have color preferences and are in the scribbling and preschematic stages of creative development.

Discriminative and Reinforcement Functions in the Experimental Development of Social Behavior in a Preschool Child. Ellen M. Ingram. Master's. University of Kansas, 1967. Interlibrary loan.

This study of a four-year-old boy enrolled in a laboratory preschool indicated that a desired level of interaction with other children could not be achieved without the use of appropriate reinforcement techniques. The specific purpose of the research was to evaluate the technique of "priming". Priming involves verbal suggestions to the children. Ten-second time sampling was taken during the entire preschool day, resulting in 850-900 observations of the thirteen categories daily. Reliability between observers was over 90 percent. It was also found that all teachers could work together, that a specific behavior could be increased even though other behaviors were also reinforced. Further baselines increased over the length of the study, with the largest increase after the addition of reinforcement. Each baseline was higher than the previous one, thus giving experimental evidence that in a preschool setting baseline behavior was changing.

The Development of an Instrument to Determine the Development or Traditional Orientation of Preschool Teachers. Kathleen Lewis Johnson. Master's. The Ohio State University, 1967. Interlibrary loan.

The purpose of this study was to develop an instrument containing items on preschool teaching emphases and methods which could be judged developmental or traditional. A three part instrument was constructed. Part I presented seven areas of concern to the judges to be ranked first, from the developmental approach and second, from a traditional approach. Part II presented eighty-four preschool teaching methods to be evaluated from the developmental and the traditional viewpoint. Part III evaluated judges' agreement on realistic expectations for preschool children. To evaluate how realistic each choice was, each judge assigned it a number from one to four. Developmental and traditional means were computed for the data from Parts I and II of the instrument. A paired test was applied to determine if there were significant differences between the developmental and traditional means. Frequency counts were made for the data from Part III. Analysis of data indicated that: (1) there were significant differences between the developmental and traditional rankings of six of the seven areas of concern; (2) there were significant differences between the developmental and traditional evaluations of seventy-six of the eighty-four preschool teaching methods; (3) the judges definitely agreed on what constituted realistic expectations for preschool children. A discriminant function was developed so that future scores on the instrument could be graded to reveal a teacher's developmental or traditional orientation.

The Relationship of Order of Presentation of Vegetables to Amount Selected and Consumed by Nursery School Children. Nora Jane King. Master's. University of North Carolina at Greensboro, 1967. Interlibrary Loan.

The purposes of the study were: (a) to determine which vegetables from a selected group of raw and cooked 24 preschool children selected to eat; (b) to determine the apparent amount of vegetables selected and consumed; (c) to determine the relationship which existed between the order of presentation of of the vegetables and the amount of vegetables selected and/or consumed. Subjects were 3-and 4-year old children enrolled in the School of Home Economics Nursery School during the 1966-67 school year. Children were permitted to select foods desired. No adult suggestions or directions were given during the 20 day period. The number of premeasured servings selected by the children were converted into grams. Plate waste was measured and subtracted from the grams selected. The total mean grams were calculated for the vegetables selected and consumed. Pearson-product Moment correlation coefficients were computed to determine the relationship between mean grams of vegetables selected and consumed. A one-way analysis of variance was used to determine if the order of presentation was related to the children's selection and consumption. Results of the study indicated a high correlation between the mean grams of vegetables selected by the children and the mean grams consumed. Raw vegetables were preferred over cooked vegetables, and order of presentation was not significantly related to the mean grams of vegetables selected nor consumed by the children.

Stability of Social Relationship in Two Groups of Preschool Children as Measured by a Picture Sociometric Technique. Rivka R. K. Kutchei. Master's. University of North Carolina at Greensboro, 1967. Interlibrary loan.

This study was undertaken to determine the degree of stability of sociometric scores of children enrolled in three and four year old nursery school groups during three specific time intervals to determine whether a significant difference exists between sociometric choice - rejection scores of the children and the teacher's judgment scores of these children's social status in the group studied; and to determine whether a relationship exists between level of sociometric scores and the ages of the children in six months level. These children were given a series of three sociometric tests at three-week intervals during the fall semester of 1966-67. Three choice and three rejection responses were recorded and weighted from a + 5 to a - 5. Spearman rank order correlation coefficient and the Wilcoxon matched-pairs signed-ranks tests were employed. The conclusions were that the older the child, the higher the child scores. Greater stability occurred in choice selection than did occur in rejections. The third conclusion was that there was no significant difference between the children's scores and those of the teacher's suggestion that children's choice and rejection is observable in their daily activities.

Fantasy in Stories Spontaneously Told by Two Relatively Privileged Groups of Preschoolers. Shirley Tak Yan Lai. Master's. Oregon State University, 1967. Interlibrary loan.

The purpose of this study was to investigate cultural impact upon the development of a group of socioeconomically disadvantaged preschool children (N=30), as reflected in their spontaneously told stories. Essentially, it involved a duplication of the methodology of the Pitcher and Prelinger (1963) study, using their theoretical framework and category system. The results, however, were analyzed separately, and were compared where possible with the Pitcher and Prelinger data on a socioeconomically privileged group of children. Among the findings within the less privileged group of children were significant differences on the formal aspects and social modalities expressed in the stories, related to interaction of age and sex; characters and theme were independent of age and number of parents; themes of the stories were dependent upon the sex of the child. Boys emphasized the theme centering in the self, while girls emphasized the theme reflecting socialization. These and other results are interpreted in light of the background experience of the two sexes in this less privileged group.

Perceptual Learning in the Drawings of Four-and Five-Year Old Children. Vassiliki Celia Lascarides-Morgan. Master's. The Ohio State University, 1967. Interlibrary loan.

The purpose of the study was to determine the effects of teacher directed intervention on drawings of (a) a person, (b) a tree, (c) a bird, (d) a house by four-and five-year-old children. The investigator felt that teacher intervention would help the children become more visually aware. In the study, four groups of children were used-- two four-year-old groups and two five-year-old groups. One of each age level was used for the control groups and the others for the experimental groups. A set of two pictures was collected from each child for each subject (a) a person, (b) a tree, (c) a bird, (d) a house, from each age group. The experimental groups did significantly better in the person and bird drawings. The boys did better than the girls in the person drawing. The five-year-olds did better than the four-year-olds in the bird drawings. There were no significant differences in the drawings for a tree and a house. Due to these findings, it would seem that teacher intervention does have an effect on children's drawings. This study had a small number of children (56). The age spread was small. Therefore, the findings should be explored further.

The Relationship Between Parental Acceptance and Sex Role Preference of Four- and Five-Year Old Children. Polly Henderson Lewis. Master's. University of Alabama, 1967. Interlibrary loan.

Purpose was to ascertain if a relationship existed between acceptance by the like-sexed parent and appropriate sex-role preference of four and five year old children. First group of subjects was 60 boys and 65 girls enrolled in 4 kindergartens in Tuscaloosa, Alabama. Second group of subjects was the like-sexed parents of the 20 children of each sex who showed the most preference and the 20 children of each sex who showed the least preference for their appropriate sex-roles. Sex-role preference was determined by individual administration of the IT Scale for children. The like-sexed parents were rated for parental acceptance by the Porter Parental Acceptance Scale. Conclusions: Of the boys 95% scored within the masculine range on the IT Scale; of the girls only 66% scored within the feminine range. The mothers of the girls showing the most preference for the feminine role tended to be less accepting than those of the girls showing the least preference. The fathers of the boys showing the most preference for the masculine role tended to be more accepting than the other fathers.

An Exploratory Study of the Monetary Concepts of Preschool Children. Charlotte Joan McCarty. Master's. Oklahoma State University, 1967. Interlibrary loan.

The purpose of the study was to investigate the preschool child's ability to identify coins as money; his ability to identify coins by name; and his ability to identify the value of coins. An instrument composed of four tests was developed and administered to fifty four- and five-year old children. The responses of the children were compared by age groups to reveal errors in concept development which may commonly be made by the preschool child and to reveal the learnings which he may possess at a given age level.

The children's ability to identify coins as money increased with age. Their ability to identify coins by name increased with age; and coins of smaller denomination were correctly identified more frequently than coins of larger denomination. Their ability to identify the comparative value of coins increased with age.

Certain characteristics of non-money objects were found to be more easily identified than others. Children may tend to relate the value of the coin to its size; inasmuch as they most frequently chose the larger of two coins as the coin of greater value. This was particularly true in the dime-nickel combination. The equivalent value of money was one of the last monetary concepts to be acquired. Few children were able to perform this task. Those who could perform the task seemed to have acquired knowledge of the equivalent value of the nickel and dime first.

An Experimental Attempt to Modify the Music Preferences of Preschool Children. Ruth L. McDonald. Master's. University of Tennessee, 1967.

The purpose of this study was to determine if controlled exposure to selected music would serve to modify the preference choice hierarchy of preschool children. The sample consisted of ten boys and ten girls from middle-class backgrounds attending the University of Tennessee Nursery School. All of the children were between the ages of four and six. In the first phase of the study each child was asked to listen to excerpts from two selections which had been designated by a panel of 15 judges as representative of classical and jazz music. After listening carefully to both selections the children were asked to indicate a preference for one or the other type of music. On four seperate occasions thereafter, each child was systematically exposed to the music of his lower level of preference while engaged for a five minute period inaa quiet play activity judged to be neither rewarding nor aversive. At the conclusion of the experiment each child was reexamined for preferences, and any shifts were noted. All interviews were conducted with a minimal interval of 24 hours. Reliability data was reported. While the number of preference shifts were not significant at the .05 level, approximately 50% of the subjects experienced a preference shift in the anticipated direction. Girls indicated preference shifts twice as often as did boys. Improvements in methodological procedure were discussed and suggestions made for further research.

An Experimental Study of Two Methods of Art Motivation at the Nursery School Level. Kay Frances McGehee. Master's. University of Mississippi, 1967. Interlibrary loan.

Purposes were: (1) to study the degree of creativity of three- and four-year-old children as expressed in the pictures they draw in response to verbal stimuli and in response to verbal and visual stimuli presented simultaneously; (2) to study the difference in the degree of creativity expressed in drawings by boys and by girls; and (3) to determine whether there is a significant correlation between a child's intelligence quotient and the degree of creativity expressed in his drawings. The data were obtained in a series of six interviews with each of the 24 children in the sample. The results seemed to indicate that the presence of an object to be drawn in addition to a discussion of its characteristics does not increase the degree of creativity in their drawings. Girls were more creative than boys and a fair degree of relationship existed between the child's intelligence quotient and creativity expressed in the picture he draws.

The Utility of a Correct Choice Under Conditions of Verbal Reinforcement. Sheela Ramesh Nayak. Master's. Oregon State University, 1967. Interlibrary loan.

This study attempts to provide a test of Siegel's utility model of choice behavior under conditions of verbal reinforcement in a nursery school population of both sexes (N=30). The apparatus used was Humphrey's (1939) modified two-light situation, which apparently has not been used before with a preschool population. Random assignment of subjects was used in determining exposure to various payoff conditions in each of two experiments. Variations of positive, negative, and variable reinforcements were used in each experimental setting. Regarding the predicted relations between increase in stable-state strategy with increased payoff, non-significant results were obtained. Prediction of stable-state strategies from one experiment to the next appeared possible for both boys and girls under the no payoff and payoff conditions. Under the payoff condition, the model predicted accurately for boys but not for girls.

Comparison of Mosaic Responses of Disadvantaged and Advantaged Preschool Children. Renee Ostler. Master's. Utah State University, 1967. Interlibrary loan.

Developmental age differences were studied between a group of Head Start children and a group of preschool children attending the Utah State University Child Development Laboratory. The Lowenfeld Mosaic Test was used to make distinctions between the child whose developmental age was equal to his age in years and the child whose developmental age was below his age in years. The results were compared to the four-year and five-year chronological age level of the Ames and Ilg scoring criteria. Although behavior in response to the Mosaic test developed in the same way for both the disadvantaged children and the advantaged children, the products or Mosaic designs of the disadvantaged children were less mature and developed more slowly. It was fairly evident from the data that the Utah State University children responded at a more mature level than the Head Start children. The data seemed to substantiate **that there was a difference in maturity of design between all the males' and all the females' treatment or patterning of the Mosaic.**

Relationship of Infant Feeding Mode, Tongue Thrusting, and Lisping. Julis Richman, Master's. University of North Carolina at Greensboro, 1967. Interlibrary loan.

It was the aim of this study to investigate the extent of the association between feeding with nipples with enlarged or multiple holes, and four of the alleged consequences of this feeding mode: tongue thrusting during swallowing; tongue thrusting during speech; general defective articulation; and one aspect only of defective articulation, lisping. A survey was made of the presence of these four behaviors in 159 three-to-five-year-old nursery school children. Information about early feeding history was supplied by the mothers of the children. Mode of feeding was correlated with the incidence of the four **factors** under investigation. The results were not statistically significant, and the conclusion was drawn that claims for the consequences of this specific mode of infant feeding could not be supported by the data gathered in the present survey. It was further pointed out that feeding mode must be regarded as only one factor among a complex of interacting variables influencing tongue thrusting and defective articulation. The nature of other influences was discussed. Further research is needed in the following specific areas: **standardized** criteria for tongue-thrusting symptomology; spontaneous resolution of **tongue thrusting;** neural and motor factors underlying **both tongue thrusting and** defective articulation; tongue thrusting in other cultures; the personality of the mother of the tongue thruster.

Relationships Between Tactile Experiences and Certain Aspects of Social Behavior of a Selected Group of Preschool Children. Marianna Allen Ritter. Master's. Louisiana State University, 1967. Interlibrary loan.

Because of the lack of empirical data, generalizations about children's comfort objects and thumbsucking have little meaningful support. This study was an exploratory investigation in the area of children's tactile experiences. The study was conducted for the purpose of identifying relationships, if any, between tactile experiences and certain aspects of social behavior. The sample was composed of forty children enrolled in two preschools in Baton Rouge. A Tactile Experience Inventory was designed to provide information concerning tactile experiences. A standardized social behavior checklist was used to ascertain levels of security and dependency.

The analysis of data from this study provided some indications to support a relationship between tactile experiences and dependency. Those children who were rated high on tactile experiences had a tendency to be dependent upon others. This study did not support the theory that infants provided early tactile contacts become more independent children than do infants more limited in early tactile experiences. The analysis of data did not confirm the existence of a relationship between security and use of comfort objects.

A Study of Masculinity-Femininity and Its Relation to Independent Behavior in Preschool Children. Sharon Kay Schneeberger. Master's. Oklahoma State University, 1967. Interlibrary loan.

The purpose of this study was to study the relationship of masculinity-femininity to independent behavior in early childhood. To achieve this purpose an instrument for measuring one possible aspect of masculinity-femininity in preschool children was developed and a research game was adapted for the measurement of independent behavior. The relationship between masculinity-femininity and independence was then studied. The possibility of these two characteristics being related to ability, i.e., to the children's verbal intelligence, was also explored. The subjects who participated in this research were 32 preschool children, 15 girls and 17 boys. The age range was from three years eleven months to five years four months. No sex differences were apparent in independence or in verbal ability. An analysis of the relation between masculinity-femininity and independence, indicated that the more independent boys were not different from the less independent boys in masculinity-femininity rating, but that the more independent girls were more feminine than the less independent girls. Further analysis indicated there was no relationship between verbal ability and independence, nor between verbal ability and masculinity-femininity.

Relation Between Child Rearing Attitudes and Laughing and Smiling of Preschool Children. Janice Wilson Scott. Master's. Southern Illinois University, 1967. Interlibrary loan.

Purposes of the investigation were:(a) to note frequency of laughing and smiling responses of preschool age children; (b) to compare the responses with respect to age and sex; and (c) to test the hypothesis that parental attitudes are significantly related to laughing and smiling of children. Subjects were 33 preschool age children in the Child Development Laboratory at Southern Illinois University. A time sampling technique was utilized to observe and record laughing and smiling responses. The Parental Attitude Research Instrument (PARI) was given to the parents of the children to obtain indices of parental attitudes. Coefficients computed between frequencies of laughing and smiling with regard to age and sex, and the subscale scores of parents showed 43 significant relationships at the .05 level or higher when the median test was employed. Relationships were found in 18 of the 23 parental attitude areas. Verbal Contact and Motor Activity accounted for 71 percent of the laughing and smiling responses. Girls laughed with greater frequency; however, boys accounted for more smiling responses. The frequency of these responses was observed to increase with age. The findings indicate that a relationship does exist between certain parental attitudes and laughing and smiling of preschool age children.

The Race and Sex Factors in the Friendship Preferences of White Preschool Aged Children. Alan I. Sugawara. Master's. Michigan State University, 1967. Interlibrary loan.

Studies of race awareness show that an awareness of race and sex differences does exist at the preschool age level. With respect to correlated variables of age/race and age/sex awareness, conflicting trends have been reported. This study focuses on the question, "Which factor (race or sex) is more influential in the friendship preferences of white preschool children?" A sample of white children, 30 boys and 30 girls, ranging in age from 3.5 to 5.5 years, was randomly selected from six nursery school classes at Michigan State University. Either one or both parents of all subjects were enrolled as university students. The research instrument was the Picture-Preference Test, designed for this study. Included were photographs of 3 dark-skinned Negro boys, 3 dark-skinned Negro girls, 3 white boys, and 3 white girls. Findings indicated that 1) white preschool children preferred same-sex friends when the variable of race was held constant; 2) white preschool children preferred friends of their own race when the variable of sex was held constant; 3) white preschool boys preferred same-sex friends when variables of race and sex were varied; 4) white preschool girls preferred friends of their own race when variables of race and sex were varied. For white boys of this sample, sex was more influential than race in their friendship preferences; for white girls, race rather than sex was more influential in friendship preferences.

Behavior Modification Through Application of Operant Conditioning Principles in a Pre-School Child Exhibiting Aggressive Behaviors. Avis Carol Swart. Master's. University of Arizona, 1967. Interlibrary loan.

Using the theoretical framework of operant conditioning, the present study was designed to alter the aggressive behavior of a pre-school boy. The experiment was carried on in the youngster's classroom, using attention as the reinforcer, and assigning the therapeutic role to the experimenter and the regular teacher. It was found that through systematic regulation of the reinforcer, aggression dropped to a near zero level. Some considerations in setting up such a study in the natural classroom setting are discussed, along with suggestions for further exploration.

Self Concept and Peer Acceptance in Nursery School Children. Joan Ai Takitani. Master of Science. Oregon State University, 1967. Interlibrary loan.

Objective of the study was to determine the relationship between a child's concept of himself and the degree to which he is accepted by peers, following Mead-Cooley symbolic interactionist framework. Subjects were 16 children ages 4-6 to 5-4 at OSU nursery schools. An adaptation of Creelman's Children's Self Concept test was used to measure self concept. Peer acceptance was measured by McCandless and Marshall's picture sociometric technique. Ordinal data from ranks of the self concept test and the sociometric test were analyzed by Spearman rank-order with a coefficient of $p = .03$. Factors were reviewed which may have accounted for the lack of a significant relationship between the two variables: reliability of self concept test, concern with details of pictures rather than situation, inappropriateness of line drawings, tendency to select pictures in one position, and role of nursery school peers as "significant others." Research directives justified on the basis of this study are discussed.

Reinforcer Effectiveness In Changing Color-Form Cue Preference In Pre-School Children. Phyllis G. Tiffany. Master's University of Kansas, 1967. Interlibrary loan.

The study was to assess stimulus cue preference in two classes of objects and determine whether reinforcement altered subjects' choice.

Eighty middle-income preschool children were compared to 35 Head Start children in a three phase learning paradigm. Subjects in each sample were divided into four matched groups. Each group was presented a class of stimulus objects of blocks (b) and tiles (t), which was varied systematically.

Phase 1 was a free sort of stimulus objects permitting subject to demonstrate his preferred cue (color vs. form). Phase 2 was a reinforced task which "taught" the subject to use the non-preferred cue in Phase 1. Phase 3 repeated Phase 1, to test change in cue preference as a function of reinforcement (Phase 2).

Subjects were also scored on their ability to label colors and forms of objects. Statistical analysis revealed that: (1) low-income children preferred color to form, while middle-income children preferred form to color: (2) low-income females needed direction to learn non-preferred cues more than low-income males or middle-income children; (3) subjects differed in their presentation, and (4) middle-income children knew more labels than low-income children. Reinforcement did not change subjects' choice, however, it did improve subjects' ability to recognize new cues.

Child Fatigue as a Function of Systematic Variations in Day Care Center Programming and Controlled Child-Teacher Interaction. Rachel Means Touchton. Master's. University of Tennessee, 1967.

The purpose of the study was to observe for fatigue effects among preschool children during the morning and afternoon in situations where the extent of teacher-child interaction was systematically varied. It was hypothesized that observations of fatigue would be significantly higher among children in the afternoon programs, and in teacher "non-guided" situations. Nineteen preschool children, enrolled for the full day in a Knoxville Day Care Center, served as subjects for the study. Two age groups were observed. The mean age for children in the younger group was three years and four months. The mean age for children in the older group was four years and nine months. A time sampling method was observed in data collection, and inter-observer reliability was established prior to beginning the study. Sex differences within and across age groups were examined. Analysis of variance was used to examine for the effects of time of day, and degree of teacher participation within the four subgroups of the sample. A series of t-tests was used to examine the various comparisons between subgroups. Time of day was not a significant variable for any of the subgroups. Teacher participation was significant for younger girls. Younger girls showed significantly greater incidence of fatigue during the "non-guided" periods than during the "guided" periods. Suggestions were made for further research.

Influence of Head Start on the School Readiness of 86 Children Enrolled in the East Baton Rouge Parish Head Start Program Summer-1965. Nancy Tregre Wilson. Master's. Louisiana State University, 1967. Interlibrary loan.

Scientific research has revealed that socio-economic class influences experienced by preschool children in the home and community are important factors in development of school readiness. These studies further revealed that children growing up in different socio-economic environments differ in their readiness for learning in formal education situations.

This study designed to determine the influence of an enriched preschool program on 86 children of two social classes, revealed that the most significant improvement was made by Group I (H-N) followed by Group II (H-W), Group IV (L-W) and Group III (L-N). Children from the low Negro and White socio-economic groups who participated in this study were below their middle-class counterparts in the area of school readiness. Children from the two high socio-economic Negro and White groups showed an advantage in the area of school readiness although they, too, did not come up to the level of school readiness of the middle-class group after participation in the six-week Head Start Program.

Elementary School Age Child

A Hospital Play Program, Unrestricted Visiting and Rooming-In: Their Effects on Children's Posthospital Behavioral Responses and Parental Behavior. Jane E. Bopp. Master's. Michigan State University, 1967. Interlibrary loan.

The purpose of this study was to investigate the effects of three ameliorative measures on children's posthospital behavioral responses. Hospital I had unrestricted visiting, provisions for rooming-in, and a play program. Hospital II had visiting five hours per day, no play program, and no provisions for rooming-in. The Posthospital Behavior Questionnaire, developed by Vernon, Schulman, and Foley was mailed to the parents six days following the child's discharge. An Information Sheet, developed by the researcher, was used to collect data pertaining to participation in the ameliorative measures. A total of thirty-seven questionnaires was used in the data analysis: fifteen medical patients from Hospital I, twenty-five medical patients from Hospital II and twenty-two surgical patients from Hospital I. It was hypothesized that children from Hospital I would manifest less general anxiety and regression, separation anxiety, anxiety about sleep, eating disturbance, aggression toward authority, apathy-withdrawal, and total upset than children from Hospital II. Calculation of the Kruskal-Wallace one-way analysis of variance showed that there was no significant difference among the three groups. Thus the hypotheses of this study were not supported. This finding seemed to point mainly to problems in research design and methodology, particularly to the global nature of the study.

Effects of Recency of Habituation of Varied Auditory, Visual, and Audio-Visual Stimuli on the Perceptual Investigatory Responses of Kindergarten Children. William L. Burnett. Doctoral Dissertation. University of North Carolina at Greensboro, 1967. Interlibrary loan.

The purpose of the experiment was to determine and compare the effects of recency of habituation of varied auditory, visual, and audio-visual stimuli on the perceptual investigatory responses of kindergarten children. Two delay intervals (5 minutes and 5 days) and three types of habituation (auditory, visual, and audio-visual) were studied. Factorial analysis of variance made it possible to analyze the independent and interactive effects of these variables on the investigatory responses of the children during 5 minutes of testing. The population of the study consisted of 144 children drawn from three church-related kindergartens in Greensboro, North Carolina. Thirty-six of these children, with an equal distribution of boys and girls, were randomly selected from each kindergarten. Within each of these groups, subjects were assigned to six experimental conditions: (1) short delay auditory habituation (SA); (2) short delay audio-visual habituation (SAV); (3) short delay visual habituation (SV); (4) long delay auditory habituation (LA); (5) long delay audio-visual habituation (LAV); and (6) long delay visual habituation (LV). The results of the analysis of variance 2x3x5 factorial design, indicated that there were differences in subjects' mean VP scores resulting from all areas.

An Exploratory Study of the Expressed Conceptions of Fear and Anger of a Group of Elementary School Children. Roswell David Cox. Master's. University of Alabama, 1967. Interlibrary loan.

Purpose was to explore the expressed conceptions of fear and anger of a group of 4th and 7th grade children. Subjects were 179 elementary school children residing in Tuscaloosa County and Hale County, Alabama. The instrument of measurement consisted of 8 open-end questions administered by the investigator in the form of an interview. Individual responses were analyzed, categories established when there was a minimum of 3 similar responses to a question, and responses compared between grade levels. Conclusions: These children were willing and able to verbalize their conceptions of fear and anger. With an increase in grade level there was a decrease in the number of children giving more than one response per question. The children conceived a difference between fear and anger. Both groups of children had a similar conception of the definition and cause of fear and were similar in their conceived reaction to fear. Both groups expressed a similar conception of the definition and causes of anger and were similar in their conceptions of feelings involved in anger. Both groups of children were similar in what they said they did when angry.

The Pre-Teen Child's Perception of Mothers' and Maternal Grandmothers' Responses to Children's Misbehavior and Children's Expressed Needs. Dixie Ruth Crase. Doctoral. The Ohio State University, 1967. Microfilm.

The purpose of this study was to investigate the pre-teen child's perception of mothers' and maternal grandmothers' responses to children's misbehavior and children's expressed needs in certain situations. The degree of permissiveness attributed to mother or grandmother in discipline situations and the degree to which mother or grandmother was seen as child-oriented or adult-oriented in response to the child's expressed needs were explored. Subjects in this study included 141 children between ten and twelve years of age. Each child's response to a series of incomplete stories depicting the child's misbehavior or expressed needs was evaluated as his perception of mother's or grandmother's response. The following conclusions were drawn: 1. Maternal grandmothers are seen by pre-teen children as responding to the child's expressed needs by being more child-oriented than mothers and responding to the misbehaving child with more permissive discipline than mothers; 2. The child's perception of grandmother's response to the child's expressed needs or misbehavior was not influenced by the age of the child or the geographical distance between the pre-teen subject's residence and his grandmother's residence; 3. Pre-teen girls perceive maternal grandmothers as being more child-oriented in response to the child's expressed needs than do pre-teen boys; 4. The sex of the pre-teen subject does not appear to be a significant factor influencing the child's perception of grandmother's response to the child's misbehavior.

The Relationship of Kindergarten Children's Reciprocal Sociometric Choices to Personal and Social Adjustment. Ann Adair Curd. Master's. Oklahoma State University, 1967. Interlibrary Loan.

The purpose of this study was to determine differences in personal and social adjustment between children whose sociometric choices are frequently reciprocated and those whose sociometric choices are nonreciprocal or infrequently reciprocated. The subjects for this investigation were 47 children enrolled in a church-sponsored kindergarten. Children were administered a sociometric test which included the use of two methods selected on the basis of a pilot study. Children made sociometric choices in response to two questions and in response to the opportunity to give gifts to children in their group. The California Test of Personality, primary, form AA, was administered as a measure of personal and social adjustment. The findings were: (1) The number of reciprocal choices and the total reciprocal choice scores were comparable. (2) The reliability of the two methods of the sociometric test indicated a high correlation between scores for gifts and scores for questions. Reliability also was supported by the high correlation between the ranks of the subjects on the question measure and their ranks on the gift measure. (3) There was no relationship between the total reciprocal choice scores for the subjects and their adjustment scores on the California Test of Personality. Similarly, there was no relationship between the reciprocal choice scores for gifts and questions and the adjustment scores on the California Test of Personality. (4) There was no significant difference between total reciprocal choice scores for boys and girls.

A Comparative Study of the Expressed Wishes and the Expressed Fears of Sixth Grade Girls in Three Social Classes. Margaret Alice Curry. Master's. University of Alabama, 1967. Interlibrary loan.

Purpose was to investigate the influence of social class upon the expressed wishes and fears of 6th grade girls in 3 social classes. Five subjects were 171 girls from 4 elementary schools in Tuscaloosa, Alabama. Data was obtained from a two page questionnaire. To place the children into 3 social classes, an occupation scale devised by Hollingshead was adapted. Information concerning the occupation of 144 of the fathers, or mothers if the father was deceased or absent, was obtained through school records, talking with the teachers, and talking with the children. Conclusions: The middle class girls expressed the most wishes and fears, followed by the upper class girls, and then the lower class girls. In total there were more wishes than fears expressed. Those wishes and fears listed on the questionnaire were the wishes and fears most frequently expressed. The wish expressed most frequently was, "That I could do something special for my parents." The fear expressed most frequently was, "Failing a test." The category that contained the largest number of wishes was, "Benefits for Self." The category that contained the largest number of fears was, "Failure."

The Relationship of First Grade Children's Personal and Social Adjustment to Peer Acceptance. Barbara Davalt Ferguson. Master's. Oklahoma State University, 1967. Interlibrary loan.

The purpose of this study was to determine if children who score high on personal and social adjustment have more reciprocal choices on a sociometric device than children who score low on personal and social adjustment. The subjects for this investigation were 85 children enrolled in the first grade. The *California Test of Personality*, Primary, form AA, was administered as a measure of personal and social adjustment. The findings of this investigation were: (1) The reliability of the sociometric test was demonstrated by a test-retest comparison of the scores for the children in one classroom. (2) The four first grade classrooms were comparable in total weighted popularity scores, total number of reciprocal choices, and total weighted reciprocal choice scores. The four classrooms were significantly different in total personal and social adjustment scores. (3) There were no significant differences between the scores of the boys and of the girls in the four areas analyzed; (4) There was no evidence of a relationship between total personal and social adjustment scores and reciprocal choice scores.

Conceptions of a Group of Migrant Mexican-Americans and a Group of Non-Migrant Mexican-American Children of the Mother's Role in the Family. Martha Le Fevre Fruhling. Master's. University of California, Davis, 1967. Interlibrary loan.

Purpose was to determine the Mexican-American child's conception of his mother's role through pictorial techniques used as stimuli. Attempt was made to identify role concept differences in age, sex and ordinal position. The sample included 78 Mexican-American children age 5 through 10, 38 from migrant families and 40 from non-migrant families. Identification of Mexican-American ancestry was determined by Spanish surname. The pictorial technique depicted the following 4 aspects of the mother's role: (1) outside the home; (2) with father outside the home; (3) in relation to crying child and his infant sibling; and (4) in a situation where the child exhibited aggression. Non-migrant children had more extensive concepts of mother's role in aspects 1, 2 and 4 above than did migrant children. The migrant children had more extensive concepts of the mother's role in 3, that of expressing emotion. The fact that non-migrant children scored higher in situations 1, 2 and 4 may be because they have had more experience in school and had acquired the ability to verbalize the concepts which were elicited. Also the migrant children may have had a greater language problem than the non-migrant children.

A Comparision of Personality Test Scores and Pupil Progress Reports of First Grade Disadvantaged Children With and Without Head Start Experience. Karen Daum Goldstein. Master's. University of Alabama, 1967. Interlibrary loan.

Purpose was to compare similarities and differences of personality test scores and report cards of first grade disadvantaged children with and without Head Start experiences. Subjects were 50 first grade children from the 32nd Avenue Elementary School in Tuscaloosa, Alabama. Twenty-five of the children attended the 1965 summer program of Project Head Start while the remaining 25 children did not attend. The California Test of Personality was selected to measure the children's adjustment and administered in the latter part of the 1965-66 school year. The report cards were used to measure the children's progress in school in the 10 areas of growth. On the California Test of Personality, the children with Head Start experience achieved higher percentile scores in 10 of the 12 components. A highly significant difference was also found between the test scores of the two groups of children on the component Social Standards. The children who had attended Project Head Start achieved higher grade averages in 9 out of the 10 areas of growth included on the report cards. Findings indicate that Head Start was beneficial to children in terms of personality adjustment and school achievement.

Spontaneous Written Responses of School-Age Children as a Source of Information for Type and Amount of Family Interaction. Helen Anita Clark Hazen. Master's. The Ohio State University, 1967. Interlibrary loan.

This study was based on the assumptions that (1) school records contain fundamental information concerning a child's family background, and (2) spontaneous written responses made by children would reveal interests and activities within their individual families. In order to gain insight into some of the family activities of one class of twenty-seven students and their thirty-eight siblings enrolled in the same school, spontaneous written responses concerning specific family and neighborhood activities were obtained from them, and information from the school records was compiled for each student. Five areas of family activity were selected for the spontaneous writing of all sixty-five students involved in the study: (1) ways in which I help my mother; (2) places I go and things I do with my father; (3) games I play and places I go with my sisters and brothers; (4) list of things we do in the evenings at home; and (5) story of what we do on Saturdays and Sundays. Academic Achievement and Personal-Social Growth scores were obtained. In general, the Academic Achievement scores of the children involved in this study were consistent with the scores in Personal-Social Growth, and Family Interaction. Siblings enrolled in the same school duplicated the degree of Family Interaction only four times within families represented in this study.

Children's Judgments of Short Time Intervals: Effects of Verbal Reinforcement. Dorothy Detwiler Hutchins. Master's. Iowa State University, 1967.

Forty children, ages 5 to 12, were tested on their judgments of a 2.5 second time interval and their ability to improve these judgments. Two sensory modalities were studied. One-half of the subjects received a visual stimulus, the other half received an auditory stimulus, each of 2.5 seconds. Each subject then attempted to reproduce the standard time duration by terminating a light when he thought it had been on as long as the stimulus. One-half of the subjects tested in each modality comprised an experimental group which received verbal feedback as to the accuracy of the judgment on each trial; the other half of each modality group was used as a control and received non-informative verbal material from the experimenter. For subjects receiving the visual stimulus, no significant differences were obtained between the group which received feedback and that which did not. For subjects receiving the auditory stimulus, the informative feedback group was significantly more accurate in judgments than the non-informative feedback group. The improvement appeared to come with the first few trials. There were no significant differences attributable to the age of the subject.

Curiosity, Independence, and Sociability Ratings of School-Aged Children Enrolled in a Day Care Center. Bertha Ihnat. Master's. The Ohio State University, 1967. Interlibrary loan.

This study was concerned with determining the present rating of sixteen school-aged day care children in three behavior traits--curiosity, independence, and sociability, and ascertaining to what degree these traits were evidenced in three different settings. A rating scale was developed which incorporated these traits and enabled the day care supervisor, school teachers, and parents to rate the children. The present rating on the scale by the day care supervisor was compared with the background information ratings of the children; based on these staff recordings at the day care center, high or low and variant or consistent ratings were given to this information. The general findings at the day care center showed that three children perpetuated all the traits of curiosity, independence, and sociability to a high degree; two children to a low degree; and eleven children showed varied patterns of perpetuation among the traits. The general school findings showed that five children evidenced a high degree of all three traits; five children to a low degree; and six children showed varied patterns of perpetuation among the traits. In the home setting, four children evidenced a high degree of all three traits; three children to a low degree; and nine children showed varied patterns of perpetuation among the traits.

The Impact of a Family Move on the Child as Perceived by the Child and His Mother. Claire Joyce Levine Lehr. Doctoral. The Ohio State University, 1967. Microfilm.

This study was conducted to ascertain the impact of a family move as perceived by a child and also by his mother. The investigator was interested in determining the factors which influenced an individual child's perception of his adjustment to the move as well as factors which influenced his mother's perception of his adjustment to the move. An interview schedule was constructed in order to elicit information from the young child on his perception of a family move. One hundred and fifty-three children were interviewed. Each child was a member of a complete nuclear family which had moved into a new residence in Upper Arlington, Ohio between June and October, 1966. Families represented in the study had one or more children in grades two through six who had transferred into one of four elementary schools during September, 1966. The sample was designated as upper middle class by Hollingshead's Index of Social Position. A questionnaire was constructed in order to obtain information from each mother on her perception of her child's adjustment to a family move. Every mother was sent a questionnaire which included Blood and Wolfe's Decision Making Scale. Ninety-seven responses from mothers, representing a total of 142 children, were used for a final analysis.

Self-Esteem in Mexican-American and Anglo-American Children in California. Addis R. McMurtry. Master's. University of California, Davis, 1967. Interlibrary loan.

This study deals with 3 major aspects of self-esteem level and its determinants: 1) social influences; 2) cultural influences; 3) relationships between achievement, aspiration and self-esteem level. The subjects--394 sixth graders (179 Mexican-Americans and 215 Anglo-Americans) were all from low socio-economic class. They were given a three part survey: 1) The Coopersmith Self-Esteem Inventory; 2) a biographical data sheet; and 3) an aspiration inventory. Teachers completed a Teacher's Rating Scale form on each pupil. The school records provided the fathers' occupations, the grade point averages, and I.Q. No significant differences in self-esteem level were found between the two groups. Mexican-American boys were significantly higher in self-esteem than were Mexican-American girls while there were no differences between Anglo-American boys and girls. Anglo-Americans scored significantly higher on I.Q. tests. Students of both groups who scored above average in I.Q. were significantly higher in self-esteem than those who had below average I.Q.'s. On school achievement the children of both ethnic groups higher in achieved grade point average were also higher in self-esteem. Implications: 1) ethnic group membership not a deterrent to high self-esteem development; 2) skill attainment is an integral part of self-esteem development; 3) persons with high self-esteem are potentially more socially mobile.

A Study of the Effect of Kindergarten Experience on Vocabulary. Sister Candide Pineault. Doctoral. Cornell University, 1967. Microfilm and interlibrary loan.

To determine experimentally whether five-year-olds who attend kindergarten show significantly greater changes in IQ as measured by the Peabody Picture Vocabulary Test (1959) than those not attending such a school, 170 children, of whom 113 were kindergarteners (experimental groups), and 57 were non-kindergarteners (control group), were selected. These children represented upper, middle and lower socioeconomic levels, as measured by Blishen's "Occupational Class Scale". Two cultures were compared, American and French-Canadian. Relationships between vocabulary, as measured by a standardized test (the PPVT), and variables of sex, age, socioeconomic status, father's and mother's education, number of children in the family, and birth order were explored. It was concluded that children who had attended kindergarten had advantage in IQ gains, as measured by the PPVT, over those children who had not had such experience; that kindergarten was of greater help to children from lower socioeconomic classes; that children from upper classes entered kindergarten with higher IQ's and therefore improved less than their lower level classmates. The data indicated that there was little or no cultural difference between kindergarten American and French-Canadian children, as far as vocabulary was concerned.

An Exploration Study of Social Acceptance in the Classroom as Seen Through Sociometric Choices and the Possibility of a Relationship of These Choices to Birth Order. Hildegard Schaer. Master's. University of Alabama, 1967. Interlibrary loan.

Purpose was to investigate social acceptance of elementary school children in grades 4, 5 and 6, and to explore the possibility of a relationship of this social acceptance to birth order, sex, sibship position and need for group affiliation. Subjects were 318 children in grades 4, 5 and 6 from Alberta Elementary School in Tuscaloosa, Alabama. A sociometric questionnaire of 6 questions was developed and administered to the children. Each question allowed the subject 3 choices of friends or companions, chosen from the class, in various situations. A cover sheet was added for the child's name, age, date of birth, grade and age of siblings. Responses were analyzed on sociometric matrix sheets. Conclusions: Even though there were some variations in the results of the individual sections and grades, the findings in general were: that the youngest child group was better socially accepted than any other ordinal position; that girls were better socially accepted than boys and that the youngest child position was more in need of group affiliation. Of all the sibship positions, the youngest boy with an older male sibling appeared to have the highest degree of social acceptance.

A Comparison of Reading and Language Achievement of First Grade Culturally Deprived Children With and Without Head Start Experience. Ann Capp Stapp. Master's. University of Alabama, 1967. Interlibrary loan.

Purpose was to explore the possible differences in reading and language achievement of a group of children who had attended a 1965 summer Head Start Program in Tuscaloosa, Alabama, and a group of children who were eligible to attend the same program but who did not attend. Subjects were 55 first grade children in the 32nd Avenue Elementary School in Tuscaloosa, Alabama. Twenty-five of these children had attended a Head Start Program in the school and the other 25, though eligible, had not attended. The instrument used to assess reading and language achievement was the California Achievement Test, Lower Primary Battery, Form X, Reading and Language Sections. Comparisons were made between the two groups on the scores available for each subtest and total test sections and also between grade placement scores and the percentile ratings of the two groups. Conclusions: All test scores for both groups were low. The scores for most of the tests were slightly higher for the Head Start group. More subjects in the Head Start group scored above actual grade placement. The percentile rankings as a whole were higher for the Head Start group.

A Comparative Study of Self-and Idealized Self-Concept Incongruency Scores of Kindergarten Children from Two Socio-Economic Backgrounds. Betty Hall Thornton. Master's. University of Tennessee, 1967.

The purposes of the study were to compare the self-concepts held by five- and six-year old children of two social classes, and to compare the incongruency scores (differences between self- and idealized self-concept scores) of the same groups. The sample included 12 boys and 12 girls from middle-class backgrounds and 11 boys and 12 girls from lower-class backgrounds who were attending kindergarten in Knoxville, Tennessee. The self- and idealized self-concept scores were obtained using a modification of the Woolner Preschool Self-Concept picture test. The results of the study do not lend support to the speculation that lower-class children have significantly lower self- and idealized self-concepts than middle-class children at the kindergarten level. The study does indicate tendencies for boys to express lower self-concept and higher idealized self-concept scores than girls. Possible implications for the findings were discussed, and recommendations were made for further research.

Dependency and Its Relation to the Child's Proximity to His Mother. Doris Ann Wilson. Master's. University of Arkansas, 1967. Interlibrary loan.

Purpose was to establish a relationship between emotional dependency and the child's spatial proximity to his mother in sleeping and playing arrangements. Other variables such as sex, ordinal position, previous nursery school experience, and mother's age were studied in relation to dependency to give confidence in the findings. Data were collected from [illegible] [illegible] kindergarten children coming from intact two-parent homes with the majority falling in the upper extremity of the social scale as outlined by Hollingshead. Proximity indices were obtained for each child from a questionnaire sent to the mothers concerning arrangements at home for child's sleep and play. Dependency scores were obtained for each child through (a) a series of timed free play observations in which emotional dependent behavior items were checked on a prearranged score sheet, and (b) an exploratory design-making task in which children were rated on eight behavior items while involved in designing an art product. Data showed a positive significant relationship between proximity to the mother in sleep and play and dependency as measured by free play observations, thus showing a trend toward the occurrence of emotional dependency when conditions provide for spatial nearness to the mother in sleep and play.

Adolescents

Traditional Family Ideology of University Students. John Quayle Cannon, Jr. Master's. Brigham Young University, 1967.

The purpose of this study was to ascertain the degree to which traditional family ideology scores of undergraduate students at eight universities, as measured by an abbreviated Traditional Family Ideology (TFI) Scale. It was hypothesized that Male undergraduates, Mormon university students, students from higher income families and working class families, subjects who are "more religious", and subjects attending southern universities would be more autocratic than other undergraduates. One hundred male and one hundred female students were selected from eight universities and given the questionnaire. Forty-three males and forty-three females from each school were selected for the sample. The results were that male students, subjects who rated themselves "about average" in religiosity, Catholic students, and subjects from southern universities were more autocratic than other students. There was no significant difference between students from higher, lower, or middle income families.

The Effects of Group Counseling for Vocational Choice Upon Adolescents' Expressed Occupational Preference. Lamyra H. Davis. Doctoral Dissertation. University of North Carolina at Greensboro, 1967. Interlibrary loan.

This study was undertaken to investigate (a) whether group counseling for vocational choice reduces the magnitude of the difference between vocational aspiration and vocational expectation and (b) whether one group counseling session would have a greater effect than none, whether two group counseling sessions would have a greater effect than one or none, and whether three group counseling sessions would have a greater effect than two, one, or none. The purposes of the study were to structure group for vocational counseling so that the participants were given an opportunity for stating vocational aspirations and expectations prior to and after counseling; and to determine whether emphasis by qualified counselors on such vocational planning factors as interest, test scores, and occupational information would be worthwhile. Also, if these were found to be helpful, in what manner should they be stressed. Some of the measures used were: General Aptitude Test Battery and Occupational Aptitude Patterns; Counseling Record and Control; and the Estimate of Worker Trait Requirements. The subjects were 420 high school students in Guilford County, North Carolina. The results of the statistical analysis of covariance indicated that realism between vocational aspirations and vocational expectations increased as the number of hours of group counseling increased. The direction of the significant linear trend was toward agreement between aspirations and expectations.

The Process and Outcomes of Establishing a Preparatory, Laboratory Nursery School in a Georgia High School. Roberta Mitchell Hames. Master's. University of Georgia, 1967. Interlibrary loan.

The purpose of the study was to determine if a program to train child care workers in a high school vocational training setting could be developed successfully. The design of the research was descriptive and included before and after evaluation of student performance and curriculum. 30 high school students, 14 Juniors and 16 Seniors, were the subjects. Student performance was evaluated on three dimensions: receiving certification as child care worker; maintaining C average; and making future vocational plans which included child development responsibilities. Program development was evaluated in terms of student attitudes, school administrators attitudes, student selection, faculty cooperation, selection of preschool children for the center and other measures. The evaluation indicated that the program was a success. This indicated that occupational home economics can provide the training needed to prepare child care workers and that a child development laboratory in the school can be operated effectively.

Value Systems in an Adolescent Society. Nelda Chisam Hudspeth. Master's. Texas Woman's University, 1967. Interlibrary loan.

Purpose was to obtain value judgments of parents and teenagers as to controls which govern human behavior and compare likenesses and differences in the value systems of two groups. Data were gathered by survey forms, from 142 girls, ranging in ages from 14 to 19 years, and their parents. Student and parent responses were compared regarding values using the chi square technique. Major findings revealed that 75 per cent of the students had high values for home, school, and community living. The younger teen-age group studied was less critical and expressed favorable attitudes toward values. The 17 to 19 year old group found it easier to make decisions. Parents expressed more positive attitudes toward their teenagers' values than did the students themselves. Identifying and developing values was an expressed concern of family members, school, and community.

Modification of Child-Rearing Attitudes of High School Girls Through Play School Experience and Conventional Teaching Methods. Mattie Johanna Hulls. Master's. Oklahoma State University, 1967. Interlibrary loan.

The purpose of this study was to measure the influence of different methods of teaching child development on the child-rearing attitudes of high school girls. Selected subscales of the Parental Attitude Research Instrument (PARI) were administered to three experimental groups and one control group at the beginning of the child development unit to assess the child-rearing attitudes of the subjects. Instruction in child development and guidance was provided through: 1) home economics play school experiences or 2) conventional teaching methods. Upon completion of the child development unit, the abbreviated PARI was re-administered to the control and experimental groups to determine if significant attitude change had occurred. While the post test scores for the groups were different and generally in the direction of more favorable attitudes, none were greater than expected by chance. Specifically, the findings of this investigation were: 1) the pretest scores of the experimental and control groups were not statistically different--the same was true of the post test PARI scores; 2) differences between pretest and post test scores of the individual groups were not statistically significant; 3) the scores of students with high pretest scores in Experimental I, II, and the Control Group were not statistically different. The same was true of the post test scores.

The Relationship of Selected Academic Achievement, Family Background, and College Adjustment Variables to Performance on the Achievement Via Conformity Scale of the California Psychological Inventory. Beverly Kaupp. Master's. Kansas State University, 1967.

Two groups of freshmen women in the College of Home Economics were compared in regard to selected measures of academic achievement, home background, and college adjustment variables. Sixty-five Ss were chosen from two on-going research projects in the Department of Family and Child Development on the basis of individual high and low scores on the Achievement via Conformity scale of the California Psychological Inventory. Chi-square analysis was used to describe significant differences between the two groups in relation to variables which were selected from an interview with each S during her freshman year. The two groups of Ss (34 high Ac; 31 low Ac) were significantly different ($p < .01$) in regard to ACT scores and college grade point average. Fathers of high Ac Ss were significantly more ($p < .05$) interested in their daughters' inward feelings, motives and inclinations. Low Ac Ss rearranged their schedules significantly more often ($p < .05$) than did high Ac Ss, and studied harder than they expected. High Ac Ss, more often than low Ac Ss, reported more restrictions in the dormitory than they had had at home. In the light of previous research which points to the significance of factors other than intellectual ability in the achievement of success in college, the importance of the effect of family influence on developmental processes which may be the antecedents and correlates of college successes is heightened.

Attitudes of Undergraduate Women Concerning Child-Rearing: Effects Of An Initial Course in Child Development and Relation to Academic Achievement. Nancy B. Kern. Master's. University of Arizona, 1967. Interlibrary loan.

Subjects were women students in School of Home Economics, University of Arizona, ages 18 to 26, without children and had been registered in school at least one previous semester. The experimental group was enrolled in a beginning course in child development. The control group had not taken any child development courses. The Parental Attitude Research Inventory was administered at beginning and end of the semester to the students. The experimental group showed significant changes in Encouraging Verbalization, Fostering Dependency, Breaking the Will, Deification and Equalitarianism. The only significant change in control group was Dependency of the Mother. Findings supported previous works illustrating changing attitudes to be possible through planned learning experiences. Those showing greatest changes in attitudes concerning children and their guidance did not necessarily receive higher grades in the course.

Out-of-School Activities of Educable Mentally Retarded Girls Attending Senior High Schools in the Kansas City Area. Patricia Christner King. Master's. Kansas State University, 1967.

The purpose of the study was to examine the activities of mentally retarded girls attending high school in order to provide information concerning: 1) out-of-school activities; 2) persons with whom the subjects associated in their activities; 3) locations in which subjects engaged in their activities. Subjects were 33 mentally retarded and 33 normally intelligent girls enrolled in Kansas City high schools. Mentally retarded girls in contrast to normally intelligent girls are less frequently employed part-time, perform weekly home responsibilities more frequently, participate in a fewer number of different types of sports, spend less time on daily homework, use public library cards less frequently, attend fewer cultural programs; belong to fewer organizations date less, attend fewer movies. Mentally retarded girls have fewer best friends but do not participate in activities with their parents any more frequently than normally intelligent girls. In contrast to normally intelligent girls, mentally retarded girls spend most free time at home rather than away from home. Special education programs should be set up to meet adequately the informal activity needs of high school girls.

Factors in Expressed Romanticism of College Students. Bernice L. McKenzie. Master's. Brigham Young University, 1967.

The purpose was to explore the relationship between the college students' expressed romanticism and factors of religion, parental happiness, courtship experiences and sex. Hypotheses tested were: romanticism scores according to religious affiliation; romanticism scores will differ by perception of parental happiness; scores will be negatively associated with the degree of parental approval at beginning of dating, the number of persons dated more than once, the frequency of dating at present; scores will not significantly differ according to the number of times they have gone steady and the number of serious courtships; scores will be higher for males than females. 450 non-married undergraduates from eight regionally distributed universities provided the sample. Very little relationship was shown between romanticism and religion, parental approval of dating, number of persons dated, frequency of dating at present or steady dating. The number of serious courtships was shown to be significantly related to the score.

A Follow-Up Study of the Life Styles of Former Honors and Non-Honors Students in the College of Home Economics. Sherrill Minneman Metzger. Master's. Kansas State University, 1967. Interlibrary loan.

An Honors Program, begun by the College of Home Economics at Kansas State University in the Fall of 1958, stimulated a study of participants as they progressed through college. Non-honors students were matched with honors students on selected variables. The research study reported here was the first follow-up contact with the subjects since they left college. Research objectives were: (1) describe current life styles of subjects as a group, (2) descriptively compare current roles of honors and non-honors, and (3) compare college graduate and non-graduate subjects. Information was obtained on the subjects' family setting, education orientation, career orientation and community orientation by a mailed questionnaire. Ninety-three percent of all subjects returned completed questionnaires. Comparison of honors and non-honors subjects revealed a larger percentage of honors subjects ranked as highly career-oriented. More honors than non-honors subjects aspired to raise their occupational level and to earn advanced degrees. Honors subjects also appeared to be more identified with the area of home economics. Non-honors subjects seemed to express more complete satisfaction with prospective total life pictures. From this study it might be concluded that academic experiences in college tend to be related to women's future life styles.

Factors Related to Student Attitudes Toward Young Children. Judith Jourdan Powell. Master's. Colorado State University, 1967. College of Home Economics.

Purposes of study were: 1) to determine effect of a course in child development on student attitudes toward young children; and 2) to identify some of the relationships between attitudes of students and their personalities. The Minnesota Teacher Attitude Inventory (MTAI) was administered to 61 junior and senior home economics students in a course in child development. A control group of 42 home economics students not enrolled in the course was also given MTAI. MTAI re-tests were given to both groups at the end of the course. The Minnesota Multiphasic Personality Inventory (MMPI) was also administered to subjects in the experimental group. Both groups showed a positive change in attitude during the course in child development. Statistical analysis showed no significant difference between attitude changes of the experimental and control groups. Statistical analysis of MMPI test scores indicated that students with a high rapport attitude toward children had a generalized attitude toward test taking which caused them to respond to items in the "socially acceptable" or "normal" direction more often than low rapport students. High rapport attitude toward young children was positively related to personality indicators of individualism, femininity, sensitivity, talkativeness, and social extroversion.

Assessment of Problem Areas of Ninth Grade Girls as Related to Race, Family Size, and Marital Status of Parents. Patricia Price. Master's. University of Tennessee, 1967.

The purpose of this study was to investigate the problems of ninth grade girls according to race, family size, and marital status of the parents. Subjects for the study were forty-two white and forty-two nonwhite girls enrolled in home economics classes in the four high schools in Wilson County, Tennessee. Three of the schools were predominantly white and one was all Negro. Two mentally retarded subjects were eliminated. The Junior High School Form of the Mooney Problem Check List (1950 revision) was used to determine the problem areas and identify the problems most troubling the students. A significant degree of association among the rankings of problems of white and nonwhite girls was found by use of the Kendall Coefficient of Concordance. In response to most troubling problems, both white and nonwhite expressed concern with parent relations, school, physical appearance, and boy-girl relations. Only one of seven problem areas showed a significant difference between white and nonwhite girls. White girls expressed more problems in the area of health and physical development. No significant differences were related to the size of the family, and in only one of the eight problem areas (school related problems) was there a significant difference between children living with biological parents and stepparents. Adolescents with stepparents may have more school problems.

A Study of Personal and Social Adjustment of Adolescent Leaders and Non-Leaders. Virginia Ann Price. Master's. Oklahoma State University, 1967. Interlibrary loan.

The purpose of this research was to determine differences between adolescent elected leaders and non-leaders in personal and social adjustment. The California Test of Personality, Secondary, form AA, was administered to the subjects. The findings of this study were as follows: (1) Leaders were significantly higher in personal, social, and total adjustment than were non-leaders. (2) Girl leaders were significantly and consistently higher on personal, social, and total adjustment scores than girl non-leaders. (3) Boy leaders did not score significantly higher in personal, social, and total adjustment than boy non-leaders. The score with the least difference was in the area of personal adjustment. The boy leaders and boy non-leaders' scores were less pronounced than the differences between the girl non-leaders. (4) Girl leaders were higher on personal, social, and total adjustment scores than were boy leaders. (5) The number of years in attendance in the school system seemed to have little effect on leadership. (6) More of the leaders were the oldest child in their family while more of the non-leaders were a middle child. (7) More leaders, regardless of sex, came from families of more favorable economic status. Sixty-four percent of the mothers of the leaders, as compared to 40 percent of mothers of the non-leaders, were employed outside the home.

The Relationship of Anxiety to the Educational and Vocational Aspirations of Lower-Class Adolescent Males. Beverly L. Schmalzried. Doctoral. Florida State University, 1967. Interlibrary loan, microfilm.

The relationship of anxiety to the eudcational and vocational aspirations of white and Negro adolescents living in an economically deprived area was explored. Four measures of aspiration were utilized: (1) Number of years planning to attend school; (2) educational plans; (3) number of years of schooling perceived as necessary for first occupational choice. Each of the 1,017 subjects was administered the Taylor Manifest Anxiety Scale and the Herriott Future Plans questionnaire. The student sample was in attendance at a junior or senior high school in north Florida during the 1966-67 school year. The study was part of a larger research project being conducted at Florida State University by the Department of Home and Family Life under the sponsorship of the United States Office of Education. None of the nine demographic variables examined significantly affected the relationships between anxiety and educational and occupational plans. Factors other than anxiety appeared to be of importance in considering the educational and vocational goals of adolescents from families of limited income.

Relationship Between Family Environment and Achievement Motivation in Female Home Economics Freshmen. Peggy Elaine Gulick Sullivan. Master's. Kansas State University, 1967.

The purpose was to investigate differences in past family relations and future goals and career aspirations of high and low n Achievement freshmen. The Edwards Personal Preference Schedule was used as the achievement criterion to determine two sample groups of home economics freshmen with high and low n Achievement. A Family Relations Questionnaire, containing sixteen scales, was given to the two sample groups composed of thirty-two female students. A Chi-square analysis was used to determine significant difference between the groups in responses to the Family Relations Questionnaire Scales. Freshmen with a high n Achievement scored significantly higher on the Lack of Parental Restrictiveness as to Activities Scale and on the Future Goals, Aspirations, and Career Interests Scale than freshmen with a low n Achievement. Freshmen with a high n Achievement seemed to receive more approval and trust from their parents. Freshmen with a low n Achievement were higher on the Parental Sharing of Ideas and Confidences Scale. A correlation coefficient was computed between each of the Family Relations Scales and the scale concerning future goals and career aspirations. Results suggested that parents who were strict and held high standards for their daughters had daughters with higher goals and career aspirations.

Perceived Parental Acceptance and Children's Self-Concept. Sharon N. Thomas. Master's. Brigham Young University, 1967.

Personality theorists hypothesize that an individual's attitudes toward himself are a function of the evaluation of him which he perceives in the reactions of significant others--particularly his parents. The importance of the self-concept, the limited research dealing with its relationship to parental behavior, the lack of controls for sex of child, sex of parent, and the development of superior instruments for measuring self-concept and perceived parental behavior precipitated the investigation of the hypothesis that there is a positive relationship between perceived parental acceptance and children's self-concept. This hypothesis was tested and the influence of sex of parent and sex of child was investigated on a sample of 126 seventh grade students. The hypothesis of the study was confirmed for the total sample by moderate, positive correlations. It was concluded that children's self-concept tends to be related to perceived parental acceptance. It was also suggested by the findings of this study that sex of child and sex of parent in conjunction with social class are important variables which should be controlled when investigating the relationship between parent behavior and its influence on personality development of children.

Miscellaneous

A Study of the Training and Educational Background, Work Experience and Certain Factors Relating to the Qualifications of the Day Care Center Personnel of Fulton County, Georgia. Geneva Booth. Master's. University of Alabama, 1967. Interlibrary loan.

Purpose was to assess the training and educational background, work experience and certain factors relating to the conditions of employment of the personnel of the day care centers of Fulton County, Georgia, who work directly with children. Subjects were 358 persons employed in 99 day care centers. A questionnaire, developed by the investigator, was used to secure the information. Findings: Of the personnel 67.7% had no college preparation. Approximately two-thirds of the personnel had taken at least one course relating to child growth and development since November, 1961. More of the personnel had previous work experience with children in kindergartens, nursery schools and/or day care centers than any other kind of employment that related to child care. Many of the personnel did not meet the requirements for persons working with children set forth by the Georgia Licensing Agency. Of the employees 55.9% earned $200 or less per month, 48.5% worked longer than 40 hours per week,71.5% were between the ages of 22 and 49, and 91.5% did not belong to any professional organization concerned with young children.

A Survey of Montessori Schools in the United States. Janet S. Brandon. Master's. University of Rhode Island, 1967. Interlibrary loan.

Purpose was to determine the degree of similarity among various selected Montessori preschools in the areas of educational materials and equipment, scheduling objectives of instruction, teacher's educational background, and the socio-economic levels of the children enrolled. The investigation was limited to institutionally related schools or those functioning under the auspices of a licensing agency. Additional criteria stipulated that teachers in schools investigated must be Montessori trained, and that school groups include only normal children. One hundred and thrity-six schools responded to an invitation to participate by completing a questionnaire. Tabulation of responses included 53.1 per cent of identifiable Montessori schools. The findings indicated that variations exist among Montessori schools in the emphasis given to various aspects of the curriculum, methods of instruction, objectives, the contribution and character of group work, and the estimate of what the school environment should accomplish. Although areas of philosophical agreement do exist, at the preschool level wide variations in the interpretation of Montessori principles seem to exist. No actual observation of schools was undertaken. The possibility of sampling error must also be considered.

The Actual and the Desired Handling of Instruction Concerning the Process of Reproduction in the Parental Home of College Students. R. Tanfield Brooks. Master's. Brigham Young University, 1967.

The purpose of this study is to inquire into nine objectives which pertain to the actual and the desired handling of the instruction concerning the process of reproduction in the parental homes of college students. The data gathered for this study were obtained from review of the literature and a questionnaire formulated by the author. The sample consisted of 993 students attending the Brigham Young University and taking classes in the Child Development and Family Relationships Department. The first hypothesis, that the majority of parents of college students (particularly L.D.S.) have not given adequate information to their youngsters concerning the process of reproduction, was not supported in four of the sixteen facets of the process of reproduction. The second hypothesis, that the majority of parents of college students have not been the primary source of information concerning the process of reproduction for their youngsters, was supported. The third hypothesis, that the majority of college students would prefer to have had the parents of the same sex impart their instruction concerning the process of reproduction, was supported. Other objectives dealing with the process of reproduction were researched.

Selected Child-Rearing Practices of Lower- and Middle-Class Negro Mothers. Evelyn L. Cima. Master's. University of Arizona, 1967. Interlibrary loan.

Purpose of study was to determine attitudes toward child-rearing practices of lower- and middle-class Negro mothers. Sample composed of 70 mothers with a child between ages of 3 and 6 years. Half of mothers were in lower and half in middle socio-economic class. A questionnaire in which each item was classified as either democratic or authoritarian or indulgent was administered. Findings showed significant differences between two groups of mothers. Middle-class mothers gave more democratic and less authoritarian responses than lower-class mothers. No significant difference was found in regard to indulgent responses. No significant difference was found when variable of education of mother was checked. Middle-class mothers with 1 to 3 children gave more democratic than authoritarian responses. Lower-class mothers 30 and over were more democratic than mothers under 30. Middle-class mothers over 30 were more indulgent in attitudes than those under 30.

Mother-Child Interaction Patterns: Comparison of Employed and Unemployed Mothers. Hildegard Garve Etzkorn. Master's. University of Nevada, 1967.
Interlibrary loan.

Purpose of this inquiry was to ascertain what differences, if any, exist in the time of interaction between children and mothers who are employed and children and mothers who are full-time homemakers. Wives of faculty members were studied to control for socio-economic status and provide the freedom of "choice" in assuming responsibilities away from the home. To obtain data on the varieties and amounts of mother-child interaction, a time-activity recording schedule form was developed on which the subjects recorded both their own and their children's daily activities. Though there were differences of aggregate time use between employed mothers and unemployed mothers, these differences were found to be slight and probably statistically insignificant. By examining the data by type-of-activity, the results became more instructive. Marked differences were found in types of interaction between children and mothers who are employed and children and mothers who are full-time homemakers. Also significant was the greater differentiation in the treatment of children of different sexes by the employed mothers. Periods of day in which the children were accountable to other people, and the nature of these "child-care helpers," were also calculated.

Preference Control by Conditioned Reinforcement. James E. Favell. Master's. University of Kansas, 1967. Interlibrary loan.

A preference measure of conditioned reinforcer effectiveness was designed to minimize changes in frequency and probability of unconditioned reinforcement.

An alternative response procedure with pecks by a pigeon to either of two keys producing food reinforcement on a VI 1-min. schedule was used as a baseline upon which to investigate the effects of a response contingent stimulus change. The keys were different colors and the colors alternated every 5 minutes. When a conjoint schedule of stimulus change was programmed for responses to a particular key or color the stimulus change showed enhanced or diminished reinforcing function depending on its temporal relationship to food reinforcement.

The Effects of Response Force Requirement with Single and Alternative Response Procedures. John F. Kane. Master's. University of Kansas, 1967. Interlibrary loan.

Four mentally retarded subjects were exposed to single and alternative response procedures in which the force requirement of a response was systematically varied. Force requirement was defined as the minimum force which the subject must emit to close a switch on a plunger operandum.

During the alternative response procedure responses to either of two plungers resulted in reinforcement from a single VI contingency. A high force requirement was arranged on the plunger with the higher relative rate of response while the low force requirement remained on the alternative plunger. The response rate to the high force plunger immediately fell to near zero while response rate to the low force plunger increased.

During the single response procedure only one plunger was functional in the VI contingency. Initially, the low force requirement was in effect. After the response rates had stabilized the high force requirement was arranged on the plunger. Response rates under this high force condition were reduced but they did not drop to zero. In addition, the response rates were sufficient to maintain the same rate of reinforcement obtained during the low force condition.

Factors in the Acceptance and Adoption of Family Home Evening in the L.D.S. Church: A Study of Planned Change. Robert E. Larson. Master's. Brigham Young University, 1967.

In an effort to cope with forces which would remove the home from its place of influence, the Church of Jesus Christ of Latter-day Saints recently inaugurated the Family Home Evening Program. It is one of the most systematic and comprehensive efforts to date to implement change within the structure of its member families. The present investigation had two objectives: (1) to explore patterns of family home evening acceptance and adoption; and (2) to explore the relationships between acceptance and adoption of family home evening and certain selected variables. In order to accomplish these aims, questionnaires were administered to a sample of 225 L.D.S. mothers living in two residential areas, one rural (Sanpete County) and one suburban (Utah County). It was ascertained to what extent families in each subsample area had accepted and adopted home evening, and other factors of their acceptance or non-acceptance. The questionnaire revealed several patterns emerging in home evening practice. The inability of the family to get together was the greatest obstacle to holding home evening. From the findings, the researcher derived a number of theoretical implications and made some suggestions for practical application.

Comparison of Parental Expectations, Goals and Child Rearing Patterns of Mothers Receiving Aid to Dependent Children. Barbara A. Scott, Ph.D. Iowa State University, 1967. Microfilm.

Sears Interview Schedule for Patterns of Child-Rearing and Farber's Goals Check List were used to interview 73 mothers of 4-5 year old children on Aid to Dependent Children (ADC) subsistence. Interviews were taped and then rated on the Newton Revised Scales (Sears). Compared to other studies of middle-class samples ADC mothers reported a high incidence of bottle feeding; allowed less permissiveness in sex play, modesty and masturbation; and manifested more sex anxiety. ADC mothers were strict in routines, expected obedience and used physical punishment. There was a large difference between the goals they predict and the goals they believe important for their adult child. They appeared to value family relationships, education, church attendance and successful marriages for their children but tended to think their children would have difficulty in achieving many of the goals.

The Brigham Young University Ward Bishops and Professional Counselors as Helping Persons. Philip D. Thorpe. Doctor's. Brigham Young University, 1967.

The purpose of this study was to compare the L.D.S. bishops of the Brigham Young University with each other and with the B.Y.U. professional counselors in their roles as helping persons. The objectives were to discover which of certain personal characteristics and counseling variables significantly differentiated among and between the bishops and counselors, and to determine which of those characteristics and variables were most crucial to the counseling situations. The subjects included were the fifty-six bishops of the B.Y.U. wards; six student-members from each of these wards who had been to their bishops for counseling; fifteen professional counselors from the B.Y.U. Counseling Service; and six student-clients of each of those counselors. The members and clients were asked to fill out a questionnaire and mark any of the 128 descriptive words or phrases on the Interpersonal Check List which they perceived in their bishops and counselors as helping persons. No statistically significant difference was found between the bishops and counselors on the extent to which they evidenced the characteristics of the ideal helping person; however, the bishops and counselors did significantly differ on certain counseling variables.

Identification of Selected Factors Influential in the Decision of Negro Couples to Adopt Children. Evelyn Pasteur Valentine. Master's. University of Maryland, 1967. Interlibrary loan.

The purpose of this study was to: Show the reasons that hinder Negro adoption; explore the reasons why Negro couples do not adopt; present a few suggestions which may lead to an increase in negro adoption. An interview questionnaire was administered to fifty Negro couples who had successfully completed adoption through a legal agency. The results of the questionnaire showed: the wives were better educated than their husbands, often held better paying jobs and were the prime motivators in the adoption process; the interviewed couples were in the middle socio-economic class; the ratio of boys to girls was equal, with a modal age of three years; all the couples recommended adoption for other negro couples. The data provided insights on the following possible methods of increasing Negro adoption: better use of educational media to inform the public about adoptive children; agencies should plan a more emphatic and understandable approach; Negro couples who have adopted children should join forces and help plan ways and means to overcome inhibitions that have hindered free discussion and full exploration of the adoption process; financial aid should be provided for those couples who need it to meet the criteria for adoption.

FAMILY RELATIONS

Adolescents

Personality Characteristics of Students Enrolled in a Family Life Course and a General (or Liberal) Education Course at Michigan State University. Marian Holmes Astle. Master's. Michigan State University, 1967. Interlibrary loan

The objectives of a Family Life course are concerned with the student's gaining self insight, his role in his present family, and his role as a marriage partner. The two purposes of this study were: 1) to determine personality characteristics of students who voluntarily enroll in a Family Life Course (measured by the Sixteen Personality Factor Questionnaire); and 2) to ascertain what differences are found between these students as compared with students in the general university population. Included were 64 female students enrolled in a Family Life course (HMC 145), and a comparative sample of 43 females from a required undergraduate course (Nat.Sci. 181). Personality characteristics of both groups were assessed by the Sixteen Personality Factor Questionnaire. Significant differences were found in the following areas: 1) HMC 145 students tend to be somewhat more submissive than NS 181 students, a trait characterizing individuals who tend to be followers, to be dependent on other people and to take action which goes along with the group; 2) HMC 145 students tend to be somewhat more unsophisticated, sentimental, unpretentious, and socially naive than NS 181 students; 3) HMC 145 students tend to be more considerate, conscientious, and to show more foresight than the NS 181 students. This trait is influenced by age, which could account for the younger Natural Science students lower scores.

Anxiety in Graduating College Women. Betty Brown. Master's. Florida State University, 1967. Interlibrary loan.

The purpose was to determine if a relationship exists between anxiety and (1) marital status, and (2) marriage or career orientation. Data were gathered from 196 graduating seniors (44 married, 56 engaged, 95 unattached) at Florida State University. The IPAT Anxiety Scale and a background information questionnaire were administered. Anxiety was not found to be significantly related to either orientation or marital status. The data suggests, however, that the married seniors were more anxious than the unattached seniors and that the unattached seniors were more anxious than the engaged seniors. Some evidence was noted that career-oriented students were less anxious than marriage-oriented students. Significantly more married students than single students had taken family courses, while significantly fewer married students preferred to stop working when they had children and decide later if they would return to work, or preferred not to work after marriage. Significantly more marriage-oriented than career-oriented seniors had taken courses in family area, had parents who would not be disappointed if they did not work after graduation, and preferred either to stop working when they had children and decide later if they would return to work or preferred not to work after marriage.

An Analysis of Dating Attitudes and Frequency Patterns of Coeds Residing in Helaman Halls, Heritage Halls, and Wymount Terrace of Brigham Young University. Homer D. Capener. Master's. Brigham Young University, 1967. Interlibrary loan.

This study investigated the relationship of dating frequency and place of residence on the Brigham Young University campus. It was hypothesized that: (1) girls from residence areas with coeducational dining arrangements date more than others; (2) girls who eat with the boys have more informal type of dates than formal; (3) there will be a difference in attitudes concerning (a) the place of residence that offers the best opportunity, (b) the importance of physical appearance and (c) the importance of social status in dating; (4) the more specific the questionnaire becomes the less will be the reported frequency of dating; and (5) girls tend to over-exaggerate the number of dates they have. The subjects were 450 freshmen coeds living in Helaman Halls, Heritage Halls and Wymount Terrace. The mean number of dates per week in the Helaman Halls was 4.97; Heritage Halls was 3.44; Wymount Terrace was 3.88. The first hypothesis was accepted but the second was rejected. The girls did not agree on the third hypothesis completely but they did agree on the importance of physical appearance and social status. Finally the hypothesis that the more specific the questionnaire becomes the less will be the reported dating frequency was rejected.

A Study to Determine Some Personal Concerns and Family Problems Related to a Selected Group of Tenth and Eleventh Grade Students. Clara May Charlesworth. Master's. University of Maryland, 1967. Interlibrary loan.

The purpose of this study was to identify some factors of concern to adolescents as they pertain to personal feelings, social adequacy, personal adjustment, and family problems. The data were gathered from 879 senior high school students residing in a suburban area. Scaled responses were made to the instrument entitled, "The Concerns and Problems in Personal and Family Living of the Texas Cooperative Youth Study: 1956." The variables of race, age, years spent in school, father's occupation, sleeping arrangements of family members, and the type of family to which the student belonged, appeared to be influential in the personal concerns and family problems of this group. The variables of religion, sex, grade in school, number of family members, family ownership of a car and permission given youth to drive, were apparently less important factors as far as these problems and issues were concerned. Implications were evident for further study of this population to determine if the socio-economic status might not be the most important variable. The findings may indicate a need for training and education to raise the level of occupational skills for these students.

A Study of Acceptance of Popular Love Concepts by Selected Groups of University Students. Marylin Hulsey Dyer. Master's. Southern Illinois University, 1967. Interlibrary loan.

Purpose of this research was to empirically investigate the influence of the romantic complex. The hypotheses stated: (1) the data will indicate differences in the subject's response to the romantic complex according to their (a) age (b) sex (c) educational level (d) dating relationship, and (e) expressed religious affiliation; (2) frequency of agreement will differ for each item contained in the romantic complex in a pattern that cuts across the five variables previously listed; (3) the subjects' own descriptions of love will reflect the influence of the romantic complex. The findings indicate there were group differences in response to the romantic complex, with younger groups exhibiting higher agreement scores than older groups. There was a tendency for males to have higher agreement scores than females. The sophomore group exhibited higher agreement scores than other grade levels. Those respondents expressing no religious affiliation had higher agreement scores than those who expressed a religious affiliation. In conclusion, the data produced by this study do indicate a general agreement with the romantic complex. This romantic complex itself may be in a state of flux, with direction and speed of change dependent upon numerous other variables not tested.

Familistic Attitudes and Marriage Role Expectations: A Study of American College Students. William J. Hanley. Ph.D. The Florida State University, 1967. Interlibrary loan, microfilm.

This inter-regional study of American college students was designed to augment existing knowledge concerning familistic attitudes and marriage role expectations. Data were gathered from 748 undergraduate students from the Western, North Central, Northeastern, and Southern regions of the United States. The Familist Scale constructed by Bardis was used to assess familistic attitudes, and the Gould revision of Dunn's Marriage Role Expectation Inventory was utilized to measure students' attitudes regarding their future marital roles. The students' familistic attitudes were significantly related to their marriage role expectations. Where strong familistic attitudes existed, marriage role expectations tended to be more traditional. When weak or anti-familistic attitudes were held, marriage role expectations tended to be more equalitarian. The males were significantly more familistic than the females. Marriage role expectations were significantly related to geographic region, employment status of mother, and family authority pattern. The data suggest that traditionalism, regarding familistic attitudes and marriage role expectations, is well on its way out among American college students. The trend appears to be toward weaker family ties and more equalitarian marriage role expectations.

The Family Adjustment of Culturally-Deprived Adolescent Males in Relation to Their Perceptions of Family Problems. Doris Woodruff Hewitt. Ph.D. Florida State University, 1967. Interlibrary loan, microfilm.

The purpose of this study was to determine the number and intensity of family problems perceived by culturally-deprived adolescent males and to examine these problems in relation to family adjustment as measured by a phenomenon called "homeyness." Homeyness has been defined as an individual's feeling himself positively drawn to the family group and its members and perceiving that they are positively drawn to him. This study was part of a four-year research project regarding the educational aspirations of culturally-deprived adolescent boys. The present study included 526 white boys and 587 Negro boys whose ages ranged from 13 to 17. Two instruments, the Family Problems Checklist and the Elias Family Adjustment Test, were used. The subjects indicated they had a large number of family problems, many of which concerned the necessities of life. Approximately 25 per cent of these youth experienced homelessness and tension which had disrupted family bonds. The data revealed significant racial and socio-economic level differences. It was concluded that while a number of family problems perceived by these youth are significantly related to a sense of homelessness, many of their problems appear to be unrelated to this phenomenon.

Marriage and Career Role Expectations of Adolescent Girls. Patricia K. Knaub. Master's. University of Nebraska, 1967. Interlibrary or dept. loan.

Purposes of the study: 1) to investigate the extent to which the adolescent girl's expectations reflect traditional or equalitarian concepts of marriage and career roles; 2) to test the relationship between career oriented clubs in high schools and the degree of marital and career equalitarianism being expressed by their members; and 3) to discern the relationship, if any, between the actual roles being played by the subjects' mothers and the role projections of the adolescent girls. The sample consisted of 113 twelfth grade girls in Linclon, Nebr., with a modal age of 17, and of a homogeneous nature. The basic instrument was Dunn's Marriage Role Expectations Inventory Form F and a life style situations section. Overall, the background information revealed that these subjects, seniors in high school, were intelligent, generally in the middle to upper-middle class, aspired to a college education and careers, and wished to postpone marriage until their education was completed. As reflected in marital role expectations of this group of adolescents, it appears, that the trend in the American family of the future will be toward companionship-equalitarian type. This finding is in agreement with other recent studies pertaining to the equalitarian concept of marriage roles.

The Relationship of Self-Concept to the Family Adjustment of Lower-Class Adolescent Males. Joseph W. Maxwell. Ph.D. Dissertation. Florida State University, 1967. Interlibrary loan, microfilm.

This study was designed to investigate the effect which family adjustment has upon the self-concept of lower-class adolescent boys. Data were obtained from 732 subjects enrolled in 29 schools in North Florida, including Negro and White students in grades 8, 9, and 10, who were between the ages of 13 and 17. Family adjustment was measured by the Elias Family Opinion Survey, a 114-item projective scale ostensibly based on opinion about general family life. Self concept was measured by the Junior High School Form of Bills Index of Adjustment and Values. Analysis of data consisted of Pearson Product-Moment Correlations and chi square computations, with the level of significance set at .05. Although a significant relationship was observed between family adjustment and self-concept, the correlation was extremely low. Evidence did not generally support the view that family adjustment is an important determiner of self concept. From the analyses which were made, it appeared that poor family adjustment, or other unknown corollaries of economic and cultural poverty, may dispose an individual to over-rate himself on desirable personality traits as a compensatory defense against feelings of anxiety or inferiority.

Relationships Between the Marriage Role Expectations and Values of Secondary School Students and Other Selected Background Factors. Nancy J. Nollen. Master's. Central Michigan University, 1967. Interlibrary loan.

Purposes were to: (1) describe the relationships between marriage role expectations and values held by secondary school students; (2) describe the differences in marriage role expectations between ninth and eleventh grade students, between boys and girls, and between Caucasian, Mexican, and Negro students; and (3) analyze how values held by each of these subgroups might explain differences between marriage role expectations of subgroups. Two forced-choice tests were administered to 556 students to measure marriage role expectations (equalitarian vs. traditional responses to authority, homemaking, child care, education, employment-support) and values (strong vs. weak responses to support, conformity, recognition, independence, benevolence, leadership.) No significant overall relationships existed between marriage role expectations and values students held. However, significant relationships were found in six cases between marriage role expectations subscales and values. Eleventh graders were significantly more equalitarian than ninth graders; girls significantly more equalitarian than boys; and Negroes significantly more equalitarian than Caucasians and Mexicans. No significant relationships existed between values held by subgroups and marriage role expectations except in the case of conformity value. Findings indicate that role theory as it applies to daily interpersonal relationships is a necessary component of secondary family living curriculum.

A Comparison of Results Obtained on a Courtship Questionnaire from a Random Sample of College Students and Students Enrolled in Marriage Classes. Ann Fiero Pritt. Master's. Brigham Young University, 1967.

The purpose was to compare marriage class samples with random samples from the same universities to see if they were comparable. A questionnaire sent to eight universities provided the sample. It should be brought out that the class sample had more upperclassmen, more serious courtships, greater dating frequency, greater opportunity to meet members of the opposite sex, more experience in going steady, more engaged students, and more married and divorced students than the mailed sample. There was no significant difference in age of first dating, opportunities in high school to date, number dated more than once, readiness to patronize a dating bureau, attitude of parents, and economic and religious background. On the Traditional Family Ideology Scale there were significant differences on six of the twelve items and on the total score. On the Romanticism Scale, significant differences were found on six of the twelve items and the total score. The marriage class samples were less traditional and less romantic.

Assigned Variables Associated with University Sophomore Housing Choices. Elisabeth Steidel Reckendorf. M.A. Oregon State University, 1967. Interlibrary loan.

The purpose of this study was twofold: first, to examine the choice of living setting of university sophomore women in relation to their value preferences and in relation to selected settings, socioeconomic background, and circumstance factors surrounding their choices. The secondary aim of the study was to investigate how the members of the various living groups perceive the value preferences of their immediate living group in relation to their own value preferences, and whether or not these perceptions correspond to the actual preferences expressed by their immediate living group. The data for this study came from two sources, the subjects' responses to the Allport-Vernon-Lindzey Study of Values, and a personal data sheet. A stratified random sample of 21 female sophomores was drawn from each of two of the three major types of living settings on the Oregon State University campus, namely, the residence halls, co-operatives and sororities. Four separate hypotheses were tested. These findings suggest that choice of living setting is a complex phenomenon dependent upon personal characteristics, setting characteristics, and contemporaneous circumstance variables which warrant further research design more stringent than the one employed in the present study.

A Study of the Marriage Role Expectations of Negro Adolescents. Evelyn Rooks. Master's. University of Georgia, 1967. Interlibrary loan.

One purpose of this study was to determine whether the marriage role expectations of Negro adolescents are equalitarian. This was determined by count of agreements with traditional and equalitarian items of the Marriage Role Expectation Inventory, created by Marie Dunn, which is composed of seven subscales. The second purpose was to determine whether there exists a relationship between sex, family structure, power structure in the family of orientation, or social class and adolescent's marriage role expectations. A Kolmogorov-Smirnov two-sample, two-tailed test for significant difference was used. Data were collected by means of a questionnaire from 59 males and 53 female Negro twelth grade students in an urban high school. Results showed that a higher percentage of males and females agreed with the equalitarian items than agreed with the traditional items of each subscale. The Kolmogorov-Smirnov statistic revealed that females were more traditional than males regarding housekeeping. Middle class Negro males were more traditional than lower class Negro males in the area of economic support and employment. The consistent agreement by the respondents in each of the subscales indicates that Negro adolescents' marriage role expectations are equalitarian.

A Study of the Influence of Authoritarian and Democratic Family Background on Organizational Involvements of Adolescents. William Leo Yates. Master's. University of Tennessee, 1967.

The purpose of this study was to determine whether the extent of organizational involvements of adolescents from autocratic family backgrounds were different from those of democratic family backgrounds. One hundred questionnaires were administered to 50 white married student couples living in University of Tennessee operated housing. The sample was randomly selected from a population of 420 couples. The first section of the instrument consisted of 70 items taken from Radke's *Parent Inventory*, section one. The second section consisted of 12 items from Chapin's *Social Participation Scale*. Two independent scales were constructed to rank subjects by their ordinal scores on the extremes of parent authority and discipline dimension. The social participation scores of subjects scoring in the upper quartile of the democratic scale were compared with the social participation scores of those subjects scoring in the upper quartile of the autocratic scale. Sex differences were also noted. A series of t-tests was used to examine the means of the subgroups for significant differences. The hypothesis that democratically oriented adolescents would rate higher than autocratically oriented adolescents on measures of social participation was not supported. Although the differences were not statistically significant, they were in the opposite direction. Females tend to partipate more than males regardless of the orientation of family background.

Adults

The Decision to Limit Family Size as Implemented by Low Income Women. Ruth Eleanor Berry. Master's. The Pennsylvania State University, 1967. Interlibrary loan.

Purposes of the study were to study the characteristics of a total population of oral contraceptive users in a Planned Parenthood clinic, and to explore a sample of these patients to examine some background factors deemed important in their decision to limit family size. Data were gathered from a total sample of 139 women and a studied sample of 23 women, mainly low income urban residents. Information was obtained from clinic files and an interview schedule which included both structured and projective items. Case studies were prepared to illustrate some of this information. Two-thirds of the total sample families lived in poverty: they had less than $15 weekly income per member. The influence of persons told about the decision appeared to be a motivational factor in decision implementation, and women were found to respond more positively to younger children and less positively to older children. The effectiveness of the pill was its most positive aspect. Implications included the importance of early sex education; establishment of routine and use of associations as aids in decision implementation; and the use of family planning clinics to illustrate the advantages of planning in other contexts, and to provide other educational services.

A Comparison of Family Needs as Identified by Employed and Non-Employed Urban Homemakers. Nancy Rebecca Boyd. Master's. University of Maryland, 1967. Interlibrary loan.

The purpose of this study was to determine if felt needs and concerns related to the home and subject matter content are different among two populations of extension homemakers. In the study 60 non-employed and 20 employed homemakers in Prince Georges County, Maryland, were randomly sampled. The instrument used pertained to the individual, the family, family income and place of residence. The subject matter section contained 144 statements related to various areas of home economics. The respondents checked their reaction to each statement as follows: much, some, none, not sure. The findings showed that the needs of homemakers can be identified, and there are similarities and differences in the felt needs of employed and non-employed homemakers. Eleven per cent of the 144 subject matter statements showed a significant difference. Findings showed further that it cannot be assumed that all homemakers have the same need or the same intensity of need for information.

Selected Family Problems of Indian Women Resulting from Language Differences of Husbands and Wives. Premila M. Cherian. Master's. University of Maryland, 1967. Interlibrary loan.

The purpose of this study was to identify the problems faced by Indian women when the husband and wife come from different native language groups and to compare their problems to those faced by women marrying within their own language group. The hypothesis used in this study was, "There is no difference in the problems of couples marrying outside their language group and those marrying within the language group." A personal data questionnaire consisting of ten parts was developed and sent to the two groups involved: (1) forty-five women who had married within their language group, and (2) forty women who had married outside the language group and were residing in either the USA or India. Those marrying within their language group reported a higher percentage of happy marriages than those outside the language group. The inter-language couples living in the USA are happier than those living in India. Problems identified by the inter-language group were the same as those reported by the in-married group plus additional problems that were encountered by the inter-language married group. Caste and diet differences created fewer problems than did the language differences. The hypothesis was not supported.

Background Characteristics of Two Groups of Unwed Mothers. Freida G. Malone. Master's. University of Tennessee, 1967.

The purpose of the study was to compare certain background characteristics of thirty white unwed mothers residing at a maternity home in Chattanooga, Tenn., and thirty non-white unwed mothers employed by the Neighborhood Youth Corps in the same city in the spring of 1967. Data were obtained through administration of a family background information form and an interview schedule developed by the investigator for this study. Information was obtained in areas of peer relationships, dating patterns, sex, parent relationships, marital relationships of parents, and subject's relationship with father. The data were analyzed by chi-square and Fishers' Exact Probability Test. Significant differences (.05) were noted in the following areas: number of siblings; ordinal position; number of boys dated; knowledge of birth control; education of head of household; length of acquaintance with father of the child; and family type. No significant differences were noted for: number of friends, relationships with father, relationships with parents, age for beginning and steady dating, and frequency of dating.

Marital Competence. Nick Stinnett, Jr. Ph.D. Florida State University, 1967. Interlibrary loan, microfilm.

Purpose was to develop an instrument for measuring marital competence and to relate this concept to: (a) employment status, (b) parental status, (c) sibling status, (d) exposure to a family relations or marriage preparation course, (e) family authority pattern, (f) education, (g) age, (h) religious preference, (i) socio-economic status, (j) number of years married, and (k) personality orientation. Data were gathered by means of questionnaires from 275 predominantly middle class, protestant wives who were members of Home Economics Extension groups throughout the state of Florida. A factor analysis of the Marital Competence Scale revealed four underlying factors: (a) love, (b) personality fulfillment, (c) respect, and childlessness and negatively associated with the personality factor of self orientation. These findings suggest the importance of a continued high involvement in the marriage relationship, and also the importance of the traits of being interested in, and considerate of, others.

Disengagement Theory of Aging Applied to Four Cultures. Carolyn Dockray Whiteside. Master's. Oklahoma State University, 1967. Interlibrary loan.

The universality of the disengagement theory of aging was examined in relation to four cultures: the British as exemplified by the East London borough of Bethnal Green; the Hopi Indian; the Japanese; and the Semang (Negritos of Malaya). A Scale of Disengagement was developed which included social-structural evidences of disengagement and attitude and orientation changes of the aging individual. Information on the aged in each of the four cultures was analyzed and rated on the Scale of Disengagement. Findings on social-structural evidences of disengagement indicated that disengagement occurred in each of the four cultures. In the area of attitude and orientation changes the evidences were not as strong or as consistent. The aged people of Bethnal Green did not show a change in orientation to interaction and relational rewards; the Hopi, the Japanese, and the Semang did not show a decrease in religious piety and activity; and the Japanese did not show a decrease in conformity to the dominant world view and no information on the Semang could be found on this point. In spite of these differences, the Japanese and the Semang both had eight of ten areas on the scale showing disengagement and the British and the Hopi had nine of ten areas on the scale showing disengagement.

Family and Parent-Child Interaction

Parental Perception of Selected Areas of Interest of Urban Tennessee Youth. Jo Beatrice Cleek. Master's. University of Tennessee, Dec. 1967.

Comparisons were made between interest of ninth and tenth grade urban youth and the interests their parents hoped they indicated according to sex of subject, level of living, family size and family background. Parents were instructed to respond to the Kuder Preference Record Form-C as they hoped their child had responded.

Fathers estimated the interests of their sons more accurately than mothers, and mother and daughter responses on the Kuder were more nearly alike. Both parents hoped for more interest in computational area than sons expressed. Mothers hoped for more clerical interest than their sons indicated. No pattern was evident when the data were analyzed according to level of living, family size, and family background.

Attitudes of Urban Youth and Their Parents Toward Education. Jennie C. Kitching. Master's. University of Tennessee, 1967. Interlibrary loan.

The purpose of the study was to ascertain the attitudes of urban youth and their parents toward the value of education. A sample of 112 ninth and tenth grade students and their parents was drawn from four cities in Tennessee with populations in excess of 40,000. The Hieronymus *Attitude Toward Education Questionnaire* was used to measure the values of students and their parents on education. The t-test for matched pairs was used to test the differences between scores of youth and parent-child discrepancies with respect to the four variables studied: level of living, family size, family background (urban-rural residence) and sex. No significant differences were found between the responses of boys and girls regarding the value of education. Significant (.05) differences were noted in several comparisons of parent-child responses. Differences were found in mother-son discrepancies in middle and lower levels of living. Mothers placed greater value on education than did their sons. Similar differences were found between mothers in both small and large size families. Significant discrepancy in attitude toward education between urban sons and their fathers and mothers, and between urban daughters and their fathers was also noted. For rural background groups, only the discrepancy in attitudes of sons and their mothers was significant. In view of the results of the study, further research is indicated.

Educational and Vocational Goals of Urban Ninth and Tenth Grade Students and Their Parents in Tennessee. Marian Hamill Sprayberry. Master's. University of Tennessee, 1967. Interlibrary loan.

The purpose of the study was to investigate the educational and vocational goals of ninth and tenth grade urban students in Tennessee and goals which their parents held for them. The sample consisted of 113 ninth and tenth grade students and their parents selected from a stratified random sample in four cities in Tennessee. Level of living, family size, family background, and sex were the variables used in investigating these goals. The samples completed a questionnaire designed by the Technical Committee for Regional Research Project S-48, *Educational and Vocational Goals of Rural and Urban Youth*. Chi-square was used to test the associations between the stated goals of parents and children as a factor of each variable described. Few relationships were found between the educational and vocational goals of the urban ninth and tenth grade students and their parents. Significantly (.05) more youth from the high and middle level of living groups expected to graduate from a four-year college, and expected a greater amount of financial assistance with their college expenses than did the youth from the lower level of living. While the results were not significant, there was more disagreement between rural background fathers and their children than between urban background fathers and their children as to expected length of schooling, and in terms of financial help with schooling.

Program Development

Reactions to a Parent Education Program in a Church Sponsored Preschool as a Basis for Improvement. Mary White Evans. Master's. Ohio State University, 1967. Interlibrary loan.

This study was initiated for the purpose of improving the parent education program in a specific preschool through: (1) parents' opinions of the present program; and (2) a review of the literature dealing with recommended aspects of parent education as they apply to parents of preschool children. Families who participated in the study were well-educated, financially stable, suburban dwellers who actively participated in a parent education program. The questionnaire method was used followed by interviews with a sample of the parents chosen at random. The questionnaire was designed to inform parents about the program as well as to give parents ample opportunity to express their opinions. Results of the study indicated that parents approved of most of the present aspects of the program. They desired a diversified program with close teacher-parent relationships, opportunity for observations, and conferences. Although parents were interested in the program, they did not want to assume any of the leadership for its planning. However, they reserved the right to express opinions and make suggestions. Interviews reinforced most of the results of the questionnaire. Recommendations made from the study were: (1) continue to improve the quality of all aspects of the present program; (2) experiment with new ways of stimulating parents' interests; (3) urge parents to continue to express their opinions; (4) encourage staff to incorporate parents' ideas in the parent education program.

Legal Problems of Low-income Families in a Selected Area of New Orleans, Louisiana: With Suggestions for Teaching in High School Home Economics. Betty Kennedy Gipson. Master's. Louisiana State University, 1967. Interlibrary loan.

This study probed the number and types of legal problems of low-income families in a selected area of New Orleans. The availability and use of legal resources were investigated. Factors were analyzed which were felt to have an effect on the occurrence of legal problems. A teaching technique, based on the findings of the study, was developed to be used by high school home economics teachers. A questionnaire was administered to 275 heads of Negro families residing in the Desire Housing Project and its environs in the city of New Orleans. The study indicated that many low-income families had legal problems, which were numerous and varied. Of the 275 respondents, 68.7 per cent reported legal problems. When broken down into the types of legal problems, the following were reported: family legal problems, 40.9 per cent; economic legal problems, 43.9 per cent; property legal problems, 8.9 per cent; and criminal legal problems, 6.3 per cent. Income and place of residence were found to affect the number and types of legal problems. No relationship was found between the number of dependents and the number and types of legal problems. Of those who reported having had problems, 63.5 per cent had no legal representation. The majority of those securing legal assistance were represented by the Legal Aid Bureau. The teaching technique which was developed employed the use of stories based on the findings of the study as a method of developing problem-solving skills in students.

Content Analysis of Fiction as a Technique for Studying Attitudes in Social Relationships. Lois Darling Owen. Master's. Oregon State University, 1967. Interlibrary loan.

The purpose of the study was to attempt to develop a methodological approach which would tap the contribution of the literary artist to the understanding of human behavior. It was assumed that a content analysis of the social attitudes expressed in fiction would yield data which was complementary, if not supplementary, to that available through the more typical data sources presently available. An historical theory, developed by Taylor (1954) was utilized as a vehicle through which to test this methodological approach. On the basis of this theory, a category system was developed and an hypothesis formulated to test the notion expressed in Taylor's theory that a shift in social attitudes from patrism to matrism is presently underway in America; that is, that social attitudes can be seen to reflect the development of a generally permissive Zeitgeist, as opposed to a general authoritarianism, favoring the use of force and violence, power and authority. It was concluded that content analysis of fiction is effective in tapping attitudes of individuals in social relationships; and that content analysis of fiction is useful as a method for retrieving information about the existential and aesthetic components of human behavior; and since this specific component does not lend itself to research methods generally used by social scientists, content analysis of fiction, under conditions similar to those in this study, may enhance the range of data presently available in social science research.

Family Life Education: Survey of Public Senior High Schools of Northeastern Ohio with an Enrollment of a Thousand or More Students, 1965-1966. Rancie B. Titley. Master's. Kent State University, 1967. Interlibrary loan.

The purpose of the study was to ascertain the extent, content, and scope of secondary family life course offerings, the attitudes of educators and parents regarding instruction, and the preparation of teachers. The research population was limited to 60 northeastern Ohio public secondary schools of 1000 or more enrollment during 1965-1966. The sample was composed of 88 respondents: 41 administrators and 47 family life teachers who completed mailed questionnaires. The following hypotheses were accepted: (1) administrators felt a required course unnecessary; (2) most subject matter was taught as units within the home economics department; (3) course content was consistent; (4) time devoted varied widely; and (5) teachers were academically unprepared. Additional findings indicated little communication regarding family life education between teachers and administrators. Less than 7 percent of the total student enrollment received instruction in a separate course, and only a few 11th and 12th grade boys were receiving instruction. Classroom materials used appeared to be inadequate with teachings tending to avoid the controversial subjects of sexual adjustment in marriage and family planning. Responding teachers were not affiliated with professional family life organizations.

The Development and Evaluation of a Curriculum Guide for Teaching Family Living in High School. Mary Wanda Kachtik Vansickle. Master's. Texas Woman's University, 1967.

Purpose was to develop, use, and evaluate a nine-month course in family living for high school senior girls. Study based on needs of students enrolled in course. Source of data--17 girls enrolled in family living course in Tuloso Midway High School, Corpus Christi, Texas, (1965-1966). Four instruments used for collecting data: Student Information Survey; Problem Check List; *Science Research Associates Youth Inventory, Form A*; four attitude scales from *Herrington Test Series*. Data indicated students were concerned with preparation for marriage, personal values, and dating standards. Implications from initial tests served as guides in developing nine units of study used in teaching the family living course. Final tests revealed students had made adjustments to or were resolving problems as result of family living class experiences and teaching methods. Retest scores on *Science Research Associates Youth Inventory, Form A*, were significantly lower than pre-test mean scores, indicating student improvement. Final scores from *Herrington Test Series* indicated that student values had been strengthened by the family living course. Findings also indicated that high school senior girls have many problems related to daily living, especially those related to marriage preparation; planned experiences needed to help students gain self-confidence and formulate attitudes.

INDEX OF AUTHORS

Author	Title	Page
Adams, J.R.R.	A Study of Concept Discrimination in Young Children	5
Astle, M.H.	Personality Characteristics of Students Enrolled in a Family Life Course and a General (or Liberal) Education Course at Michigan State University	48
Beard, H.M.	The Effects of Project Headstart Attendance on School Readiness	5
Berry, R.E.	The Decision to Limit Family Size as Implemented by Low Income Women	55
Blauser, R.	Effects of Socio-Economic Background and Stimulus Novelty on the Measurement of Number Concept Attainment in Preschool Children	6
Block, S.H.	Color and Form Perception of Four-Year-Old Children	6
Booth, G.	A Study of the Training and Educational Background, Work Experience and Certain Factors Relating to the Qualifications of the Day Care Center Personnel of Fulton County, Georgia	43

Author	Title	Page
Bopp, J.E.	A Hospital Play Program, Unrestricted Visiting and Rooming-In: Their Effects on Children's Posthospital Behavioral Responses and Parental Behavior	25
Bowling, J.O.	A Study of Rigidity and Flexibility in Preschool Children	7
Boyd, N.R.	A Comparison of Family Needs as Identified by Employed and Non-Employed Urban Homemakers	56
Brandon, J.S.	A Survey of Montessori Schools in the United States	43
Branscomb, E.P.	Some Aspects of Ascendant Behavior of Five Year Old Children	7
Brigham, T.A.	An Experimental Analysis of Verbal Imitation in Preschool Children	8
Brooks, R.T.	The Actual and the Desired Handling of Instruction Concerning the Process of Reproduction in the Parental Home of College Students	44
Brown, B.	Anxiety in Graduating College Women	49
Brunson, K.C.	Color Preferences and Color Usage of Lower-Class Negro Three- and Four- Year Old Children	9
Burnett, W.L.	Effects of Recency of Habituation of Varied Auditory, Visual, and Audio-Visual Stimuli on the Perceptual Investigatory Responses of Kindergarten Children	26
Cannon, J.Q.(Jr.)	Traditional Family Ideology of University Students	35
Capener, H.D.	An Analysis of Dating Attitudes and Frequency Patterns of Coeds Residing in Helaman Halls, and Wymount Terrace of Brigham Young University	49
Carlson, J.S.	Care Arrangements for Preschool-Age Children of Employed Mothers	9

Author	Title	Page
Charlesworth, C.M.	A Study to Determine Some Personal Concerns and Family Problems Related to a Selected Group of Tenth and Eleventh Grade Students	50
Cherian, P.M.	Selected Family Problems of Indian Women Resulting from Language Differences of Husbands and Wives	56
Christensen, M.	Teaching the Equivalence of Corresponding Sets to Four- and Five- Year Olds	10
Cima, E.L.	Selected Child-Rearing Practices of Lower- and Middle-Class Negro Mothers	44
Cleek, J.B.	Parental Perception of Selected Areas of Interest of Urban Tennessee Youth	58
Coats, B.	Effect of Social Reinforcement on Low Verbal Interaction in a Nursery School Child	10
Cooper, B.M.	Traits Relevant to Creativity Present in Four-Year Old Nursery Children	11
Cox, R.D.	An Exploratory Study of the Expressed Conceptions of Fear and Anger of a Group of Elementary School Children	26
Crase, D.R.	The Pre-Teen Child's Perception of Mothers' and Maternal Grandmothers' Responses to Children's Misbehavior and Children's Expressed Needs	27
Curd, A.A.	The Relationship of Kindergarten Children's Reciprocal Sociometric Choices to Personal and Social Adjustment	27
Curry, M.A.	A Comparative Study of the Expressed Wishes and the Expressed Fears of Sixth Grade Girls in Three Social Classes	28
Davis, L.H.	The Effects of Group Counseling for Vocational Choice Upon Adolescents' Expressed Occupational Preference	35
Dees, J.R.	Verbal Expression by Nursery School Children of Concepts Needed for Interpretation of Basal Reading Material	11

Author	Title	Page
Dickerscheid, J.D.	Development of a Method of Measuring the Effects of a Preschool Child on the Mother's Heart Rate	12
Dickerson, E.N.	A Measure of Logical Expression in the Young Child	12
Dyer, M.H.	A Study of Acceptance of Popular Love Concepts by Selected Groups of University Students	50
Etzkorn, H.G.	Mother-Child Interaction Patterns: Conparison of Employed and Unemployed Mothers	45
Evans, M.W.	Reactions to a Parent Education Program in a Church Sponsored Preschool as a Basis for Improvement	60
Favell,J.E.	Preference Control by Conditioned Reinforcement	45
Ferguson, B.D.	The Relationship of First Grade Children's Personal and Social Adjustment to Peer Acceptance	28
Fruhling, M.L.F.	Conceptions of a Group of Migrant Mexican-Americans and a Group of Non-Migrant Mexican-American Children of the Mother's Role in the Family	29
Gipson, B.K.	Legal Problems of Low-Income Families in a Selected Area of New Orleans, Louisiana: With Suggestions for Teaching in High School Home Economics	60
Goddin, A.	Dependency in Four-Year-Old Children	13
Goldstein, K.D.	A Comparison of Personality Test Scores and Pupil Progress Reports of First Grade Disadvantaged Children With and Without Head-Start Experience	29
Hames, R.M.	The Process and Outcomes of Establishing a Preparatory, Laboratory Nursery School in a Georgia High School	36

Author	Title	Page
Hanley, W.J.	Familistic Attitudes and Marriage Role Expectations: A Study of American College Students	51
Hazen, H.A.C.	Spontaneous Written Responses of School-Age Children as a Source of Information for Type and Amount of Family Interaction	30
Henry, R.A.	The Understanding of English Morphology by Certain Preschool Children	13
Hewitt, D.W.	The Family Adjustment of Culturally-Deprived Adolescent Males in Relation to Their Perceptions of Family Problems	51
Hudspeth, N.C.	Value Systems in an Adolescent Society	36
Hulls, M.J.	Modification of Child-Rearing Attitudes of High School Girls Through Play School Experience and Conventional Teaching Methods	37
Hutchins, D.D.	Children's Judgments of Short Time Intervals: Effects of Verbal Reinforcement	30
Hutton, N.C.	Preschool Children's Creative Development and Color Preferences in Easel Painting	14
Ihant, B.	Curiosity, Independence, and Sociability Ratings of School-Ages Children Enrolled in a Day Care Center	31
Ingram, E.M.	Discriminative and Reinforcement Functions in the Experimental Development of Social Behavior in a Preschool Child	14
Johnson, K.L.	The Development of an Instrument to Determine the Development or Traditional Orientation of Preschool Teachers	15
Kane, J.F.	The Effects of Response Force Requirement with Single and Alternative Response Procedures	46
Kaupp, B.	The Relationship of Selected Academic Achievement, Family Background, and College Adjustment Variables to Performance on the Achievement Via Conformity Scale of the California Psychological Inventory	37
Kern, N.B.	Attitudes of Undergraduate Women Concerning Child-Rearing: Effects Of An Initial Course in Child Development and Relation to Academic Achievement	38

Author	Title	Page
King, N.J.	The Relationship of Order of Presentation of Vegetables to Amount Selected and Consumed by Nursery School Children	15
King, P.C.	Out-of-School Activities of Educable Mentally Retarded Girls Attending Senior High School in the Kansas City Area	38
Kitching, J.C.	Attitudes of Urban Youth and Their Parents Toward Education	59
Knaub, P.K.	Marriage and Career Role Expectations of Adolescent Girls	52
Kutchei, R.R.K.	Stability of Social Relationship in Two Groups of Preschool Children as Measured by a Picture Sociometric Technique	16
Lai, S.T.Y.	Fantasy in Stories Spontaneously Told by Two Relatively Privileged Groups of Preschoolers	16
Larson, R.E.	Factors in the Acceptance and Adoption of Family Home Evening in the L.D.S. Church: A Study of Planned Change	46
Lascarides-Morgan, V.C.	Perceptual Learning in the Drawings of Four- and Five- Year Old Children	17
Lehr, C.J.L.	The Impact of a Family Move on the Child as Perceived by the Child and His Mother	31
Lewis, P.H.	The Relationship Between Parental Acceptance and Sex Role Preference of Four- and Five-Year Old Children	17
Malone, F.G.	Background Characteristics of Two Groups of Unwed Mothers	57
Maxwell, J.W.	The Relationship of Self-Concept to the Family Adjustment of Lower-Class Adolescent Males	52
McCarty, C.J.	An Exploratory Study of the Monetary Concepts of Preschool Children	18
McDonald, R.L.	An Experimental Attempt to Modify the Music Preferences of Preschool Children	18

Author	Title	Page
McGehee, K.F.	An Experimental Study of Two Methods of Art Motivation at the Nursery School Level	19
McKenzie, B.L.	Factors in Expressed Romanticism of College Students	39
McMurtry, A.R.	Self-Esteem in Mexican-American and Anglo-American Children in California	32
Metzger, S.M.	A Follow-Up Study of the Life Styles of Former Honors and Non-Honors Students in the College of Home Economics	39
Miles, P.O.B.	The Development of Value in the Money Concepts of Young Children	8
Nayak, S.R.	The Utility of a Correct Choice Under Conditions of Verbal Reinforcement	19
Nollen, N.J.	Relationships Between the Marriage Role Expectations and Values of Secondary School Students and Other Selected Background Factors	53
Ostler, R.	Comparison of Mosaic Responses of Disadvantaged and Advantaged Preschool Children	20
Owen, L.D.	Content Analysis of Diction as a Technique for Studying Attitudes in Social Relationships	61
Pineault, Sister C.	A Study of the Effect of Kindergarten Experience on Vocabulary	32
Powell, J.J.	Factors Related to Student Attitudes Toward Young Children	40
Price, P.	Assessment of Problem Areas of Ninth Grade Girls as Related to Race, Family Size, and Marital Status of Parents	40
Price, V.A.	A Study of Personal and Social Adjustment of Adolescent Leaders and Non-Leaders	41
Pritt, A.F.	A Comparison of Results Obtained on a Courtship Questionnaire from a Random Sample of College Students and Students Enrolled in Marriage Classes	53

Author	Title	Page
Reckendorf, E.S.	Assigned Variables Associated with University Sophomore Housing Choices	54
Richman, J.	Relationship of Infant Feeding Mode, Tongue Thrusting, and Lisping	20
Ritter, M.A.	Relationships Between Tactile Experiences and Certain Aspects of Social Behavior of a Selected Group of Preschool Children	21
Rooks, E.	A Study of the Marriage Role Expectations of Negro Adolescents	54
Schaer, H.	An Exploration Study of Social Acceptance in the Classroom as Seen Through Sociometric Choices and the Possibility of a Relationship of These Choices to Birth Order	33
Schmalzried, B.L.	The Relationship of Anxiety to the Educational and Vocational Aspirations of Lower-Class Adolescent Males	41
Schneeberger, S.K.	A Study of Masculunity-Femininity and Its Relation to Independent Behavior in Preschool Children	21
Scott, B.A.	Comparison of Parental Expectations, Goals and Child Rearing Patterns of Mothers Receiving Aid to Dependent Children	47
Scott, J.W.	Relation Between Child Rearing Attitudes and Laughing and Smiling of Preschool Children	22
Sprayberry, M.H.	Educational and Vocational Goals of Urban Ninth and Tenth Grade Students and Their Parents in Tennessee	59
Stapp, A.C.	A Comparison of Reading and Language Achievement of First Grade Culturally Deprived Children With and Without Head Start Experience	33
Stinnett, N.(Jr.)	Marital Competence	57
Sugawara, A.I.	The Race and Sex Factors in the Friendship Preferences of White Preschool Aged Children	22

Author	Title	Page
Sullivan, P.E.G.	Relationship Between Family Environment and Achievement Motivation in Female Home Economics Freshmen	42
Swart, A.C.	Behavior Modification Through Application of Operant Conditioning Principles in a Preschool Child Exhibiting Aggressive Behaviors	23
Takitani, J.A.	Self Concept and Peer Acceptance in Nursery School Children	23
Thomas, S.N.	Perceived Parental Acceptance and Children's Self-Concept	42
Thornton, B.H.	A Comparative Study of Self- and Idealized Self-Concept Incongruency Scores of Kindergarten Children from Two Socio-Economic Backgrounds	34
Thorpe, P.D.	The Brigham Young University Ward Bishops and Professional Counselors as Helping Persons	47
Tiffany, P.G.	Reinforcer Effectiveness In Changing Color-Form Cue Preference In Preschool Children	24
Titley, R.B.	Family Life Education: Survey of Public Senior High Schools of Northeastern Ohio with an Enrollment of a Thousand or More Students, 1965-1966	61
Touchton, R.M.	Child Fatigue as a Function of Systematic Variations in Day Care Center Programming and Controlling Child-Teacher Interaction	24
Valentine, E.P.	Identification of Selected Factors Influential in the Decision of Negro Couples to Adopt Children	48
Vansickle, M.W.K.	The Development and Evaluation of a Curriculum Guide for Teaching Family Living in High School	62
Whiteside, C.D.	Disengagement Theory of Aging Applied to Four Cultures	58
Wilson, D.A.	Dependency and Its Relation to the Children's Proximity to His Mother	34

Author	Title	Page
Wilson, N.T.	Influence of Head Start on the School Readiness of 86 Children Enrolled in the East Baton Rouge Parish Head Start Program Summer - 1965	25
Yate, W.L.	A Study of the Influence of Authoritarian and Democratic Family Background on Organizational Involvements of Adolescents	55